

STUDENT SUCCESS PROGRAMS

DBA – AUDEO CHARTER SCHOOL · THE CHARTER SCHOOL OF SAN DIEGO

(A California Non-Profit Public Benefit Corporation)

Len Hering RADM, USN (ret) – Chairman,

Scott Barton – Member, David Crean – Member, Jane Gawronski – Member, Eric Schweinfurter - Member

BOARD OF DIRECTORS MEETING

Wednesday, February 17, 2021, 8:30 a.m.

Via Video Conference

Access to the live video conference will be accessible prior to the start of the meeting at

CSSD: <https://charterschool-sandiego.net/board-governance/>

Audeo: <https://www.audeocharterschool.net/board-of-directors/>

This agenda contains a brief, general description of each item to be considered.

Except as otherwise provided by law, no action shall be taken on any item not appearing in the following agenda.

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call
- 1.3 Establishment of Quorum
- 1.4 Pledge of Allegiance
- 1.5 Approval of Agenda [P.1-3](#)

2.0 PUBLIC COMMENT

If you would like to participate in public comment, please complete a speaker card and submit it to Staff. Public comment for items of interest to the public and within the scope of Student Success Programs Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board's prerogative to respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

- 2.1 Non-Agenda Public Comment
- 2.2 Agenda Public Comment

3.0 ADMINISTRATIVE ITEMS

- 3.1 California Fair Political Practices Commission Statements of Economic Interests – Form 700 Annual Filing [P.4-26](#)
- 3.2 Governance Parental Representatives Posting 2021-2022 on Respective School Webpages and RC's on January 4, 2021. Deadline to Submit Application: April 5, 2021 [P.27-28](#)
- 3.3 Consider Approval of Schools Plan for Reopening During COVID-19 Pandemic [P.29-61](#)
- 3.4 Consider Approval of Board Resolution Approving Participation in the California Finance Authority's ASAP Program to provide financing for the planned February through June 2021 Apportionment Deferrals [P.62-66](#)

- 3.5 Consider Approval of Education for Homeless Children and Youth Policy 1952 [P.67-72](#)
- 3.6 Consider Approval of Education for Foster and Mobile Youth Policy 1954 [P.73-80](#)
- 3.7 Consider Approval of Educational Equity and Immigration Status Policy 1956 [P.81-89](#)
- 3.8 Consider Approval of Cell Phone, Smartphones, Pagers and Other Electronic Signaling Devices Policy [P.90-91](#)
- 3.9 Consider Approval of Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education 3432 [P.92-104](#)

3.10 Presidents Report

- 3.10.1 Audeo Charter School Petition Renewal Update
- 3.10.2 Blue Ocean Strategy
- 3.10.3 Mid-Year Strategic Planning

3.11 Strategic Plan Update

- 3.11.1 Audeo Charter School
 - 3.11.1.1 School Participation Report for the Period of 2020- 2021
Months 3-7: 08/24/2020 – 01/08/2021 [P.105-109](#)
- 3.11.2 The Charter School of San Diego
 - 3.11.2.1 School Participation Report for the Period of 2020- 2021
Months 3-7: 08/24/2020 – 01/08/2021 [P.110-124](#)

4.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The President recommends approval of all consent agenda items.

4.1 Consent Action Items for the Audeo Charter School and The Charter School of San Diego (CSSD) for Each School

- 4.1.1 Consider Approval of Meeting Minutes for November 30, 2020 [P.125-126](#)
- 4.1.2 Consider Approval of Comprehensive School Safety Plan 2020-2021 [P. 127-394](#)
- 4.1.3 Consider Approval of Educational Records and Student Information Policy 1212 Amendment [P.395-405](#)
- 4.1.4 Consider Approval of Title I Parent Involvement Policy 1400 Amendment [P.406-412](#)
- 4.1.5 Consider Approval of Staff/Student Interaction Policy 1700 Amendment [P.413-418](#)
- 4.1.6 Consider Approval of Student Fees Policy 1850 Amendment [P.419-423](#)
- 4.1.7 Consider Approval of Wellness Policy 1930 Amendment [P.424-430](#)
- 4.1.8 Consider Approval of CSSD Suspension/Expulsion Policy 3300 Amendment [P.431-453](#)
- 4.1.9 Consider Approval of Graduation Requirements Policy 3320 Amendment [P.454-460](#)
- 4.1.10 Consider Approval of Student Freedom of Speech and Expression Policy 3390 Amendment [P.461-466](#)
- 4.1.11 Consider Approval of Student Use of Technology Policy 5060 Amendment [P.467-474](#)
- 4.1.12 Consider Approval of Administration of Medication Policy 5090 Amendment [P.475-479](#)
- 4.1.13 Consider Approval of Transportation Safety Plan [P.480-486](#)
- 4.1.14 Consider Approval of the Student and Parent Handbook 2020-2021
 - 4.1.14.1 Audeo Charter School [P.487-650](#)
 - 4.1.14.2 The Charter School of San Diego [P.651-815](#)

5.0 ACTION ITEMS

5.1 Action Items for Audeo Charter School

- 5.1.1 Consider Approval of First Interim Report FY 2020-2021 [P.816-819](#)
- 5.1.2 Review and Discuss the February Revised Operational Budget Assumptions for FY 2020-2021 and Consider Approval of the February Revised Operational Budget for FY 2020-2021 [P.820-830](#)

5.2 Actions Items for The Charter School of San Diego

- 5.2.1 Consider Approval of First Interim Report FY 2020-2021 [P.831-834](#)
- 5.2.2 Review and Discuss the February Revised Operational Budget Assumptions for FY 2020-2021 and Consider Approval of the February Revised Operational Budget for FY 2020-2021 [P.835-845](#)
- 5.2.3 Consider Approval of Local Control and Accountability Plan (LCAP) Federal Addendum 2020-2021 Amendment [P.846-866](#)

6.0 BOARD ANNOUNCEMENTS AND COMMENTS

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

7.0 ADJOURNMENT

Next Regular Board Meeting: June 23, 2021

Meeting Agenda available at:

www.charterschool-sandiego.net, www.audeocharterschool.net

Accommodation -- Student Success Programs, Inc. (School's), does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Angela Neri, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in School's open and public meetings. Please notify Angela Neri at (858) 678-2020 twenty-four (24) hours or more prior to disability accommodations being needed in order to participate in the meeting. Translation services are available by notifying Angela Neri at (858) 678-2045 twenty-four (24) hours or more prior to the board meeting. In compliance with Government Code Section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting may be viewed at 10170 Huennekens Street, San Diego, CA 92121; or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Angela Neri (858) 678 -2020.

Certification of Posting

I, Jackie Robertson, hereby certify that I posted this agenda on the Audeo and CSSD webpage on February 11, 2021.

2020-2021 Statement of Economic Interests



Form 700

A Public Document

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Helpful Resources

- Video Tutorials
- Reference Pamphlet
- Excel Version
- FAQs
- Gift and Travel Fact Sheet for State and Local Officials

California Fair Political Practices Commission

1102 Q Street, Suite 3000 • Sacramento, CA 95811

Email Advice: advice@fppc.ca.gov

Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772

Telephone: (916) 322-5660 • Website: www.fppc.ca.gov

Quick Start Guide

Detailed instructions begin on page 3.

WHEN IS THE ANNUAL STATEMENT DUE?

- March 1 – Elected State Officers, Judges and Court Commissioners, State Board and Commission members listed in Government Code Section 87200
- April 1 – Most other filers

WHERE DO I FILE?

Most people file the Form 700 with their agency. If you're not sure where to file your Form 700, contact your filing officer or the person who asked you to complete it.

ITEMS TO NOTE!

- The Form 700 is a public document.
- Only filers serving in active military duty may receive an extension on the filing deadline.
- You must also report interests held by your spouse or registered domestic partner.
- Your agency's conflict of interest code will help you to complete the Form 700. You are encouraged to get your conflict of interest code from the person who asked you to complete the Form 700.

NOTHING TO REPORT?

Mark the "No reportable interests" box on Part 4 of the Cover Page, and submit only the signed Cover Page. Please review each schedule carefully!

Schedule	Common Reportable Interests	Common Non-Reportable Interests
A-1: Investments	Stocks, including those held in an IRA or 401K. Each stock must be listed.	Insurance policies, government bonds, diversified mutual funds, funds similar to diversified mutual funds.
A-2: Business Entities/Trusts	Business entities, sole proprietorships, partnerships, LLCs, corporations and trusts. (e.g., Form 1099 filers).	Savings and checking accounts, and annuities.
B: Real Property	Rental property in filer's jurisdiction, or within two miles of the boundaries of the jurisdiction.	A residence used exclusively as a personal residence (such as a home or vacation property).
C: Income	Non-governmental salaries. Note that filers are required to report only half of their spouse's or partner's salary.	Governmental salary (from school district, for example).
D: Gifts	Gifts from businesses, vendors, or other contractors (meals, tickets, etc.).	Gifts from family members.
E: Travel Payments	Travel payments from third parties (not your employer).	Travel paid by your government agency.

Note: Like reportable interests, non-reportable interests may also create conflicts of interest and could be grounds for disqualification from certain decisions.

QUESTIONS?

- advice@fppc.ca.gov
- (866) 275-3772 Mon-Thurs, 9-11:30 a.m.

E-FILING ISSUES?

- If using your agency's system, please contact technical support at your agency.
- If using FPPC's e-filing system, write to form700@fppc.ca.gov.

What's New

Gift Limit Increase

The gift limit increased to **\$520** for calendar years **2021** and **2022**. The gift limit in 2020 was \$500.

Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees, appointed officials, and consultants filing pursuant to a conflict of interest code ("code filers").
Obtain your disclosure categories, which describe the interests you must report, from your agency; they are not part of the Form 700
- Candidates running for local elective offices that are designated in a conflict of interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)

Exception:

- Candidates for a county central committee are not required to file the Form 700.
- Members of newly created boards and commissions not yet covered under a conflict of interest code
- Employees in newly created positions of existing agencies

For more information, see Reference Pamphlet, page 3, at www.fppc.ca.gov.

Where to file:

87200 Filers

State offices	⇒	Your agency
Judicial offices	⇒	The clerk of your court
Retired Judges	⇒	Directly with FPPC
County offices	⇒	Your county filing official
City offices	⇒	Your city clerk
Multi-County offices	⇒	Your agency

Code Filers — State and Local Officials, Employees, and Consultants Designated in a Conflict of Interest

Code: File with your agency, board, or commission unless otherwise specified in your agency's code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

Members of Boards and Commissions of Newly Created Agencies:

File with your newly created agency or with your agency's code reviewing body.

Employees in Newly Created Positions of Existing Agencies:

File with your agency or with your agency's code reviewing body. (See Reference Pamphlet, page 3.)

Candidates: File with your local elections office.

How to file:

The Form 700 is available at www.fppc.ca.gov. Form 700 schedules are also available in Excel format. All

statements must have an original "wet" signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.2.

When to file:

Annual Statements

⇒ March 1, 2021

- Elected State Officers
- Judges and Court Commissioners
- State Board and State Commission Members listed in Government Code Section 87200

⇒ April 1, 2021

- Most other filers

Individuals filing under conflict of interest codes in city and county jurisdictions should verify the annual filing date with their local filing officers.

Statements postmarked by the filing deadline are considered filed on time.

Statements of 30 pages or less may be emailed or faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict of interest code.

Exception:

If you assumed office between October 1, 2020, and December 31, 2020, and filed an assuming office statement, you are not required to file an annual statement until March 1, 2022, or April 1, 2022, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2021. (See Reference Pamphlet, page 6, for additional exceptions.)

Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents. A candidate statement is not required if you filed an assuming office or annual statement for the same jurisdiction within 60 days before filing a declaration of candidacy or other nomination documents.

Late Statements

There is no provision for filing deadline extensions unless the filer is serving in active military duty. (See page 19 for information on penalties and fines.)

Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. Obtain amendment schedules at www.fppc.ca.gov.

Types of Statements

Assuming Office Statement:

If you are a newly appointed official or are newly employed in a position designated, or that will be designated, in a state or local agency's conflict of interest code, your assuming office date is the date you were sworn in or otherwise authorized to serve in the position. If you are a newly elected official, your assuming office date is the date you were sworn in.

- Report: Investments, interests in real property, and business positions held on the date you assumed the office or position must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date you assumed the office or position.

For positions subject to confirmation by the State Senate or the Commission on Judicial Appointments, your assuming office date is the date you were appointed or nominated to the position.

- Example: Maria Lopez was nominated by the Governor to serve on a state agency board that is subject to state Senate confirmation. The assuming office date is the date Maria's nomination is submitted to the Senate. Maria must report investments, interests in real property, and business positions she holds on that date, and income (including loans, gifts, and travel payments) received during the 12 months prior to that date.

If your office or position has been added to a newly adopted or newly amended conflict of interest code, use the effective date of the code or amendment, whichever is applicable.

- Report: Investments, interests in real property, and business positions held on the effective date of the code or amendment must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the effective date of the code or amendment.

Annual Statement:

Generally, the period covered is January 1, 2020, through December 31, 2020. If the period covered by the statement is different than January 1, 2020, through December 31, 2020, (for example, you assumed office between October 1, 2019, and December 31, 2019 or you are combining statements), you must specify the period covered.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2020.

- If your disclosure category changes during a reporting period, disclose under the old category until the effective date of the conflict of interest code amendment and disclose under the new disclosure category through the end of the reporting period.

Leaving Office Statement:

Generally, the period covered is January 1, 2020, through the date you stopped performing the duties of your position. If the period covered differs from January 1, 2020, through the date you stopped performing the duties of your position (for example, you assumed office between October 1, 2019, and December 31, 2019, or you are combining statements), the period covered must be specified. The reporting period can cover parts of two calendar years.

- Report: Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2020.

Candidate Statement:

If you are filing a statement in connection with your candidacy for state or local office, investments, interests in real property, and business positions held on the date of filing your declaration of candidacy must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date of filing your declaration of candidacy is reportable. Do not change the preprinted dates on Schedules A-1, A-2, and B.

Candidates running for local elective offices (e.g., county sheriffs, city clerks, school board trustees, or water district board members) must file candidate statements, as required by the conflict of interest code for the elected position. The code may be obtained from the agency of the elected position.

Amendments:

If you discover errors or omissions on any statement, file an amendment as soon as possible. You are only required to amend the schedule that needs to be revised; it is not necessary to refile the entire form. Obtain amendment schedules from the FPPC website at www.fppc.ca.gov.

Note: Once you file your statement, you may not withdraw it. All changes must be noted on amendment schedules.

STATEMENT OF ECONOMIC INTERESTS
COVER PAGE
A PUBLIC DOCUMENT

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

Division, Board, Department, District, if applicable

Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

☐ State

☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner
(Statewide Jurisdiction)

☐ Multi-County

☐ County of

☐ City of

☐ Other

3. Type of Statement (Check at least one box)

☐ **Annual:** The period covered is January 1, 2020, through
December 31, 2020.

-or-

The period covered is / / , through
December 31, 2020.

☐ **Leaving Office:** Date Left / /
(Check one circle.)

☐ The period covered is January 1, 2020, through the date of
leaving office.

-or-

☐ The period covered is / / , through
the date of leaving office.

☐ **Assuming Office:** Date assumed / /

☐ **Candidate:** Date of Election and office sought, if different than Part 1:

4. Schedule Summary (must complete) ► Total number of pages including this cover page:

Schedules attached

☐ **Schedule A-1 - Investments** – schedule attached

☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached

☐ **Schedule A-2 - Investments** – schedule attached

☐ **Schedule D - Income – Gifts** – schedule attached

☐ **Schedule B - Real Property** – schedule attached

☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached

-or- ☐ **None - No reportable interests on any schedule**

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER

()

EMAIL ADDRESS

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed (month, day, year)

Signature (File the originally signed paper statement with your filing official.)

Print

Clear

Instructions Cover Page

Enter your name, mailing address, and daytime telephone number in the spaces provided. **Because the Form 700 is a public document, you may list your business/office address instead of your home address.**

Part 1. Office, Agency, or Court

- Enter the name of the office sought or held, or the agency or court. Consultants must enter the public agency name rather than their private firm's name. (Examples: State Assembly; Board of Supervisors; Office of the Mayor; Department of Finance; Hope County Superior Court)
- Indicate the name of your division, board, or district, if applicable. (Examples: Division of Waste Management; Board of Accountancy; District 45). **Do not use acronyms.**
- Enter your position title. (Examples: Director; Chief Counsel; City Council Member; Staff Services Analyst)
- If you hold multiple positions (i.e., a city council member who also is a member of a county board or commission), you may be required to file statements with each agency. To simplify your filing obligations, you may complete an expanded statement.
 - To do this, enter the name of the other agency(ies) with which you are required to file and your position title(s) in the space provided. **Do not use acronyms.** Attach an additional sheet if necessary. Complete one statement covering the disclosure requirements for all positions. Each copy must contain an original signature. Therefore, before signing the statement, make a copy for each agency. Sign each copy with an original signature and file with each agency.

If you assume or leave a position after a filing deadline, you must complete a separate statement. For example, a city council member who assumes a position with a county special district after the April annual filing deadline must file a separate assuming office statement. In subsequent years, the city council member may expand his or her annual filing to include both positions.

Example:

Brian Bourne is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District – a multi-county agency that covers Placer and Yuba counties. Brian will complete one Form 700 using full disclosure (as required for the city position) and covering interests in both Placer and Yuba counties (as required for the multi-county position) and list both positions on the Cover Page. Before signing the statement, Brian will make a copy and sign both statements. One statement will be filed with City of Lincoln and the other will be filed with Camp Far West Irrigation District. Both will contain an original signature.

Part 2. Jurisdiction of Office

- Check the box indicating the jurisdiction of your agency and, if applicable, identify the jurisdiction. Judges, judicial candidates, and court commissioners have statewide jurisdiction. All other filers should review the Reference Pamphlet, page 13, to determine their jurisdiction.

- If your agency is a multi-county office, list each county in which your agency has jurisdiction.
- If your agency is not a state office, court, county office, city office, or multi-county office (e.g., school districts, special districts and JPAs), check the “other” box and enter the county or city in which the agency has jurisdiction.

Example:

This filer is a member of a water district board with jurisdiction in portions of Yuba and Sutter Counties.

1. Office, Agency, or Court	
Agency Name (Do not use acronyms) Feather River Irrigation District	
Division, Board, Department, District, if applicable N/A	Your Position Board Member
► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)	
Agency: N/A	Position:
2. Jurisdiction of Office (Check at least one box)	
<input type="checkbox"/> State	<input type="checkbox"/> Judge or Court Commissioner (Statewide Jurisdiction)
<input checked="" type="checkbox"/> Multi-County Yuba & Sutter Counties	<input type="checkbox"/> County of _____
<input type="checkbox"/> City of _____	<input type="checkbox"/> Other _____

Part 3. Type of Statement

Check at least one box. The period covered by a statement is determined by the type of statement you are filing. If you are completing a 2020 annual statement, **do not** change the pre-printed dates to reflect 2021. Your annual statement is used for reporting the **previous year's** economic interests. Economic interests for your annual filing covering January 1, 2021, through December 31, 2021, will be disclosed on your statement filed in 2022. See Reference Pamphlet, page 4.

Combining Statements: Certain types of statements may be combined. For example, if you leave office after January 1, but before the deadline for filing your annual statement, you may combine your annual and leaving office statements. File by the earliest deadline. Consult your filing officer or the FPPC.

Part 4. Schedule Summary

- Complete the Schedule Summary after you have reviewed each schedule to determine if you have reportable interests.
- Enter the total number of completed pages including the cover page and either check the box for each schedule you use to disclose interests; **or** if you have nothing to disclose on any schedule, check the “No reportable interests” box. Please **do not** attach any blank schedules.

Part 5. Verification

Complete the verification by signing the statement and entering the date signed. All statements must have an original “wet” signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.2. **When you sign your statement, you are stating, under penalty of perjury, that it is true and correct.** Only the filer has authority to sign the statement. An unsigned statement is not considered filed and you may be subject to late filing penalties.

SCHEDULE A-1

Investments

Stocks, Bonds, and Other Interests

(Ownership Interest is Less Than 10%)

Investments must be itemized.

Do not attach brokerage or financial statements.

CALIFORNIA FORM 700

FAIR POLITICAL PRACTICES COMMISSION

Name

NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000 ☐ \$10,001 - \$100,000
☐ \$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT

- ☐ Stock ☐ Other (Describe)
☐ Partnership ☐ Income Received of \$0 - \$499
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

____/____/20 ACQUIRED ____/____/20 DISPOSED

NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000 ☐ \$10,001 - \$100,000
☐ \$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT

- ☐ Stock ☐ Other (Describe)
☐ Partnership ☐ Income Received of \$0 - \$499
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

____/____/20 ACQUIRED ____/____/20 DISPOSED

NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000 ☐ \$10,001 - \$100,000
☐ \$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT

- ☐ Stock ☐ Other (Describe)
☐ Partnership ☐ Income Received of \$0 - \$499
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

____/____/20 ACQUIRED ____/____/20 DISPOSED

NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000 ☐ \$10,001 - \$100,000
☐ \$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT

- ☐ Stock ☐ Other (Describe)
☐ Partnership ☐ Income Received of \$0 - \$499
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

____/____/20 ACQUIRED ____/____/20 DISPOSED

NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000 ☐ \$10,001 - \$100,000
☐ \$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT

- ☐ Stock ☐ Other (Describe)
☐ Partnership ☐ Income Received of \$0 - \$499
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

____/____/20 ACQUIRED ____/____/20 DISPOSED

NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000 ☐ \$10,001 - \$100,000
☐ \$100,001 - \$1,000,000 ☐ Over \$1,000,000

NATURE OF INVESTMENT

- ☐ Stock ☐ Other (Describe)
☐ Partnership ☐ Income Received of \$0 - \$499
☐ Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

____/____/20 ACQUIRED ____/____/20 DISPOSED

Comments:

Print

Clear

Instructions – Schedules A-1 and A-2

Investments

“Investment” means a financial interest in any business entity (including a consulting business or other independent contracting business) that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency’s jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more at any time during the reporting period. (See Reference Pamphlet, page 13.)

Reportable investments include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 13.)
- Sole proprietorships
- Your own business or your spouse’s or registered domestic partner’s business (See Reference Pamphlet, page 8, for the definition of “business entity.”)
- Your spouse’s or registered domestic partner’s investments even if they are legally separate property
- Partnerships (e.g., a law firm or family farm)
- Investments in reportable business entities held in a retirement account (See Reference Pamphlet, page 15.)
- If you, your spouse or registered domestic partner, and dependent children together had a 10% or greater ownership interest in a business entity or trust (including a living trust), you must disclose investments held by the business entity or trust. (See Reference Pamphlet, page 16, for more information on disclosing trusts.)
- Business trusts

You are not required to disclose:

- Government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. (See Reference Pamphlet, page 13.) (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Insurance policies
- Annuities
- Commodities
- Shares in a credit union
- Government bonds (including municipal bonds)
- Retirement accounts invested in non-reportable interests (e.g., insurance policies, mutual funds, or government bonds) (See Reference Pamphlet, page 15.)

- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Certain interests held in a blind trust (See Reference Pamphlet, page 16.)

Use Schedule A-1 to report ownership of less than 10% (e.g., stock). Schedule C (Income) may also be required if the investment is not a stock or corporate bond. (See second example below.)

Use Schedule A-2 to report ownership of 10% or greater (e.g., a sole proprietorship).

To Complete Schedule A-1:

Do not attach brokerage or financial statements.

- Disclose the name of the business entity.
- Provide a general description of the business activity of the entity (e.g., pharmaceuticals, computers, automobile manufacturing, or communications).
- Check the box indicating the highest fair market value of your investment during the reporting period. If you are filing a candidate or an assuming office statement, indicate the fair market value on the filing date or the date you took office, respectively. (See page 20 for more information.)
- Identify the nature of your investment (e.g., stocks, warrants, options, or bonds).
- An acquired or disposed of date is only required if you initially acquired or entirely disposed of the investment interest during the reporting period. The date of a stock dividend reinvestment or partial disposal is not required. Generally, these dates will not apply if you are filing a candidate or an assuming office statement.

Examples:

Frank Byrd holds a state agency position. His conflict of interest code requires full disclosure of investments. Frank must disclose his stock holdings of \$2,000 or more in any company that is located in or does business in California, as well as those stocks held by his spouse or registered domestic partner and dependent children.

Alice Lance is a city council member. She has a 4% interest, worth \$5,000, in a limited partnership located in the city. Alice must disclose the partnership on Schedule A-1 and income of \$500 or more received from the partnership on Schedule C.

Reminders

- Do you know your agency’s jurisdiction?
- Did you hold investments at any time during the period covered by this statement?
- Code filers – your disclosure categories may only require disclosure of specific investments.

SCHEDULE A-2
Investments, Income, and Assets
of Business Entities/Trusts
(Ownership Interest is 10% or Greater)

Page 12 of 106

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name _____

▶ 1. BUSINESS ENTITY OR TRUST

Name _____

Address (Business Address Acceptable) _____

Check one

☐ Trust, go to 2 ☐ Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

- ☐ \$0 - \$1,999
☐ \$2,000 - \$10,000
☐ \$10,001 - \$100,000
☐ \$100,001 - \$1,000,000
☐ Over \$1,000,000

IF APPLICABLE, LIST DATE:

_____/_____/20 _____/_____/20
ACQUIRED DISPOSED

NATURE OF INVESTMENT

☐ Partnership ☐ Sole Proprietorship ☐ _____ Other

YOUR BUSINESS POSITION _____

▶ 1. BUSINESS ENTITY OR TRUST

Name _____

Address (Business Address Acceptable) _____

Check one

☐ Trust, go to 2 ☐ Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

- ☐ \$0 - \$1,999
☐ \$2,000 - \$10,000
☐ \$10,001 - \$100,000
☐ \$100,001 - \$1,000,000
☐ Over \$1,000,000

IF APPLICABLE, LIST DATE:

_____/_____/20 _____/_____/20
ACQUIRED DISPOSED

NATURE OF INVESTMENT

☐ Partnership ☐ Sole Proprietorship ☐ _____ Other

YOUR BUSINESS POSITION _____

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- ☐ \$0 - \$499 ☐ \$10,001 - \$100,000
☐ \$500 - \$1,000 ☐ OVER \$100,000
☐ \$1,001 - \$10,000

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

☐ None or ☐ Names listed below

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☐ INVESTMENT ☐ REAL PROPERTY

Name of Business Entity, if Investment, or
Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or
City or Other Precise Location of Real Property

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000
☐ \$10,001 - \$100,000
☐ \$100,001 - \$1,000,000
☐ Over \$1,000,000

IF APPLICABLE, LIST DATE:

_____/_____/20 _____/_____/20
ACQUIRED DISPOSED

NATURE OF INTEREST

☐ Property Ownership/Deed of Trust ☐ Stock ☐ Partnership

☐ Leasehold _____ Yrs. remaining ☐ Other _____

☐ Check box if additional schedules reporting investments or real property are attached

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- ☐ \$0 - \$499 ☐ \$10,001 - \$100,000
☐ \$500 - \$1,000 ☐ OVER \$100,000
☐ \$1,001 - \$10,000

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

☐ None or ☐ Names listed below

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☐ INVESTMENT ☐ REAL PROPERTY

Name of Business Entity, if Investment, or
Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or
City or Other Precise Location of Real Property

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000
☐ \$10,001 - \$100,000
☐ \$100,001 - \$1,000,000
☐ Over \$1,000,000

IF APPLICABLE, LIST DATE:

_____/_____/20 _____/_____/20
ACQUIRED DISPOSED

NATURE OF INTEREST

☐ Property Ownership/Deed of Trust ☐ Stock ☐ Partnership

☐ Leasehold _____ Yrs. remaining ☐ Other _____

☐ Check box if additional schedules reporting investments or real property are attached

Comments: _____

Print

Clear

Instructions – Schedule A-2

Investments, Income, and Assets of Business Entities/Trusts

Use Schedule A-2 to report investments in a business entity (including a consulting business or other independent contracting business) or trust (including a living trust) in which you, your spouse or registered domestic partner, and your dependent children, together or separately, had a 10% or greater interest, totaling \$2,000 or more, during the reporting period and which is located in, doing business in, planning to do business in, or which has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) A trust located outside your agency's jurisdiction is reportable if it holds assets that are located in or doing business in the jurisdiction. Do not report a trust that contains non-reportable interests. For example, a trust containing only your personal residence not used in whole or in part as a business, your savings account, and some municipal bonds, is not reportable.

Also report on Schedule A-2 investments and real property held by that entity or trust if your pro rata share of the investment or real property interest was \$2,000 or more during the reporting period.

To Complete Schedule A-2:

Part 1. Disclose the name and address of the business entity or trust. If you are reporting an interest in a business entity, check "Business Entity" and complete the box as follows:

- Provide a general description of the business activity of the entity.
- Check the box indicating the highest fair market value of your investment during the reporting period.
- If you initially acquired or entirely disposed of this interest during the reporting period, enter the date acquired or disposed.
- Identify the nature of your investment.
- Disclose the job title or business position you held with the entity, if any (i.e., if you were a director, officer, partner, trustee, employee, or held any position of management). A business position held by your spouse is not reportable.

Part 2. Check the box indicating **your pro rata** share of the **gross** income received **by** the business entity or trust. This amount includes your pro rata share of the **gross** income **from** the business entity or trust, as well as your community property interest in your spouse's or registered domestic partner's share. Gross income is the total amount of income before deducting expenses, losses, or taxes.

Part 3. Disclose the name of each source of income that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction, as follows:

- Disclose each source of income and outstanding loan **to the business entity or trust** identified in Part 1 if your pro rata share of the **gross** income (including your community property interest in your spouse's or registered domestic partner's share) to the business entity or trust from that source was \$10,000 or more during the reporting

period. (See Reference Pamphlet, page 11, for examples.) Income from governmental sources may be reportable if not considered salary. See Regulation 18232. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.

- Disclose each individual or entity that was a source of commission income of \$10,000 or more during the reporting period through the business entity identified in Part 1. (See Reference Pamphlet, page 8.)

You may be required to disclose sources of income located outside your jurisdiction. For example, you may have a client who resides outside your jurisdiction who does business on a regular basis with you. Such a client, if a reportable source of \$10,000 or more, must be disclosed.

Mark "None" if you do not have any reportable \$10,000 sources of income to disclose. Phrases such as "various clients" or "not disclosing sources pursuant to attorney-client privilege" are not adequate disclosure. (See Reference Pamphlet, page 14, for information on procedures to request an exemption from disclosing privileged information.)

Part 4. Report any investments or interests in real property held or leased **by the entity or trust** identified in Part 1 if your pro rata share of the interest held was \$2,000 or more during the reporting period. Attach additional schedules or use FPPC's Form 700 Excel spreadsheet if needed.

- Check the applicable box identifying the interest held as real property or an investment.
- If investment, provide the name and description of the business entity.
- If real property, report the precise location (e.g., an assessor's parcel number or address).
- Check the box indicating the highest fair market value of your interest in the real property or investment during the reporting period. (Report the fair market value of the portion of your residence claimed as a tax deduction if you are utilizing your residence for business purposes.)
- Identify the nature of your interest.
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property or investment during the reporting period.

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION Name _____

SCHEDULE B

Interests in Real Property

(Including Rental Income)

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY _____

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000
☐ \$10,001 - \$100,000
☐ \$100,001 - \$1,000,000
☐ Over \$1,000,000

IF APPLICABLE, LIST DATE:

_____/_____/20 ACQUIRED _____/_____/20 DISPOSED

NATURE OF INTEREST

- ☐ Ownership/Deed of Trust ☐ Easement
☐ Leasehold _____ Yrs. remaining ☐ _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

- ☐ \$0 - \$499 ☐ \$500 - \$1,000 ☐ \$1,001 - \$10,000
☐ \$10,001 - \$100,000 ☐ OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

☐ None

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY _____

FAIR MARKET VALUE

- ☐ \$2,000 - \$10,000
☐ \$10,001 - \$100,000
☐ \$100,001 - \$1,000,000
☐ Over \$1,000,000

IF APPLICABLE, LIST DATE:

_____/_____/20 ACQUIRED _____/_____/20 DISPOSED

NATURE OF INTEREST

- ☐ Ownership/Deed of Trust ☐ Easement
☐ Leasehold _____ Yrs. remaining ☐ _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

- ☐ \$0 - \$499 ☐ \$500 - \$1,000 ☐ \$1,001 - \$10,000
☐ \$10,001 - \$100,000 ☐ OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

☐ None

* You are not required to report loans from a commercial lending institution made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE

TERM (Months/Years)

_____% ☐ None

HIGHEST BALANCE DURING REPORTING PERIOD

- ☐ \$500 - \$1,000 ☐ \$1,001 - \$10,000
☐ \$10,001 - \$100,000 ☐ OVER \$100,000
☐ Guarantor, if applicable

NAME OF LENDER*

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE

TERM (Months/Years)

_____% ☐ None

HIGHEST BALANCE DURING REPORTING PERIOD

- ☐ \$500 - \$1,000 ☐ \$1,001 - \$10,000
☐ \$10,001 - \$100,000 ☐ OVER \$100,000
☐ Guarantor, if applicable

Comments: _____

Print

Clear

Instructions – Schedule B

Interests in Real Property

Report interests in real property located in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more any time during the reporting period. Real property is also considered to be "within the jurisdiction" of a local government agency if the property or any part of it is located within two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the local government agency. (See Reference Pamphlet, page 13.)

Interests in real property include:

- An ownership interest (including a beneficial ownership interest)
- A deed of trust, easement, or option to acquire property
- A leasehold interest (See Reference Pamphlet, page 14.)
- A mining lease
- An interest in real property held in a retirement account (See Reference Pamphlet, page 15.)
- An interest in real property held by a business entity or trust in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater ownership interest (Report on Schedule A-2.)
- Your spouse's or registered domestic partner's interests in real property that are legally held separately by him or her

You are not required to report:

- A residence, such as a home or vacation cabin, used exclusively as a personal residence (However, a residence in which you rent out a room or for which you claim a business deduction may be reportable. If reportable, report the fair market value of the portion claimed as a tax deduction.)
- Some interests in real property held through a blind trust (See Reference Pamphlet, page 16.)
 - **Please note:** A non-reportable property can still be grounds for a conflict of interest and may be disqualifying.

To Complete Schedule B:

- Report the precise location (e.g., an assessor's parcel number or address) of the real property.
- Check the box indicating the fair market value of your interest in the property (regardless of what you owe on the property).
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property during the reporting period.
- Identify the nature of your interest. If it is a leasehold,

disclose the number of years remaining on the lease.

- If you received rental income, check the box indicating the gross amount you received.
- If you had a 10% or greater interest in real property and received rental income, list the name of the source(s) if your pro rata share of the gross income from any single tenant was \$10,000 or more during the reporting period. If you received a total of \$10,000 or more from two or more tenants acting in concert (in most cases, this will apply to married couples), disclose the name of each tenant. Otherwise, mark "None."
- Loans from a private lender that total \$500 or more and are secured by real property may be reportable. **Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.**

When reporting a loan:

- Provide the name and address of the lender.
- Describe the lender's business activity.
- Disclose the interest rate and term of the loan. For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period. The term of a loan is the total number of months or years given for repayment of the loan at the time the loan was established.
- Check the box indicating the highest balance of the loan during the reporting period.
- Identify a guarantor, if applicable.

If you have more than one reportable loan on a single piece of real property, report the additional loan(s) on Schedule C.

Example:

Allison Gande is a city planning commissioner. During the reporting period, she received rental income of \$12,000, from a single tenant who rented property she owned in the city's jurisdiction. If Allison received \$6,000 each from two tenants, the tenants' names would not be required because no single tenant paid her \$10,000 or more. A married couple is considered a single tenant.

ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS 4600 24th Street	
CITY Sacramento	
FAIR MARKET VALUE <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input checked="" type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	IF APPLICABLE, LIST DATE: ACQUIRED 19 XX / XX / 19 XX DISPOSED
NATURE OF INTEREST <input type="checkbox"/> Ownership/Deed of Trust <input type="checkbox"/> Easement <input type="checkbox"/> Leasehold <input type="checkbox"/> Yrs. remaining <input type="checkbox"/> Other	
IF RENTAL PROPERTY, GROSS INCOME RECEIVED <input type="checkbox"/> \$0 - \$499 <input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000 <input checked="" type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000	
SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more. <input type="checkbox"/> None Henry Wells	
NAME OF LENDER* Sophia Petroillo	
ADDRESS (Business Address Acceptable) 2121 Blue Sky Parkway, Sacramento	
BUSINESS ACTIVITY, IF ANY, OF LENDER Restaurant Owner	
INTEREST RATE 8 % <input type="checkbox"/> None	TERM (Months/Years) 15 Years
HIGHEST BALANCE DURING REPORTING PERIOD <input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000 <input checked="" type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000	
<input type="checkbox"/> Guarantor, if applicable	
Comments:	

Reminders

- Income and loans already reported on Schedule B are not also required to be reported on Schedule C.
- Real property already reported on Schedule A-2, Part 4 is not also required to be reported on Schedule B.
- Code filers – do your disclosure categories require disclosure of real property?

SCHEDULE C

Income, Loans, & Business Positions

(Other than Gifts and Travel Payments)

CALIFORNIA FORM 700

FAIR POLITICAL PRACTICES COMMISSION

Name

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

 GROSS INCOME RECEIVED ☐ No Income - Business Position Only

☐ \$500 - \$1,000

☐ \$1,001 - \$10,000

☐ \$10,001 - \$100,000

☐ OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED

☐ Salary ☐ Spouse's or registered domestic partner's income
(For self-employed use Schedule A-2.)

☐ Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)

☐ Sale of _____
(Real property, car, boat, etc.)

☐ Loan repayment

☐ Commission or ☐ Rental Income, list each source of \$10,000 or more

(Describe)

☐ Other _____
(Describe)

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

 GROSS INCOME RECEIVED ☐ No Income - Business Position Only

☐ \$500 - \$1,000

☐ \$1,001 - \$10,000

☐ \$10,001 - \$100,000

☐ OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED

☐ Salary ☐ Spouse's or registered domestic partner's income
(For self-employed use Schedule A-2.)

☐ Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)

☐ Sale of _____
(Real property, car, boat, etc.)

☐ Loan repayment

☐ Commission or ☐ Rental Income, list each source of \$10,000 or more

(Describe)

☐ Other _____
(Describe)

▶ 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from a commercial lending institution, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF LENDER

HIGHEST BALANCE DURING REPORTING PERIOD

☐ \$500 - \$1,000

☐ \$1,001 - \$10,000

☐ \$10,001 - \$100,000

☐ OVER \$100,000

INTEREST RATE

TERM (Months/Years)

 _____% ☐ None

SECURITY FOR LOAN

☐ None ☐ Personal residence

☐ Real Property _____
Street address

City

☐ Guarantor _____

☐ Other _____
(Describe)

Comments: _____

Print

Clear

Instructions – Schedule C

Income, Loans, & Business Positions

(Income Other Than Gifts and Travel Payments)

Reporting Income:

Report the source and amount of gross income of \$500 or more you received during the reporting period. Gross income is the total amount of income before deducting expenses, losses, or taxes and includes loans other than loans from a commercial lending institution. (See Reference Pamphlet, page 11.) You must also report the source of income to your spouse or registered domestic partner if your community property share was \$500 or more during the reporting period.

The source and income must be reported only if the source is located in, doing business in, planning to do business in, or has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) Reportable sources of income may be further limited by your disclosure category located in your agency's conflict of interest code.

Reporting Business Positions:

You must report your job title with each reportable business entity even if you received no income during the reporting period. Use the comments section to indicate that no income was received.

Commonly reportable income and loans include:

- Salary/wages, per diem, and reimbursement for expenses including travel payments provided by your employer
- Community property interest (50%) in your spouse's or registered domestic partner's income - **report the employer's name and all other required information**
- Income from investment interests, such as partnerships, reported on Schedule A-1
- Commission income not required to be reported on Schedule A-2 (See Reference Pamphlet, page 8.)
- Gross income from any sale, including the sale of a house or car (Report your pro rata share of the total sale price.)
- Rental income not required to be reported on Schedule B
- Prizes or awards not disclosed as gifts
- Payments received on loans you made to others
- An honorarium received prior to becoming a public official (See Reference Pamphlet, page 10.)
- Incentive compensation (See Reference Pamphlet, page 12.)

Reminders

- Code filers – your disclosure categories may not require disclosure of all sources of income.
- If you or your spouse or registered domestic partner are self-employed, report the business entity on Schedule A-2.
- Do not disclose on Schedule C income, loans, or business positions already reported on Schedules A-2 or B.

You are not required to report:

- Salary, reimbursement for expenses or per diem, or social security, disability, or other similar benefit payments received by you or your spouse or registered domestic partner from a federal, state, or local government agency.
- Stock dividends and income from the sale of stock unless the source can be identified.
- Income from a PERS retirement account.

(See Reference Pamphlet, page 12.)

To Complete Schedule C:

Part 1. Income Received/Business Position Disclosure

- Disclose the name and address of each source of income or each business entity with which you held a business position.
- Provide a general description of the business activity if the source is a business entity.
- Check the box indicating the amount of gross income received.
- Identify the consideration for which the income was received.
- For income from commission sales, check the box indicating the gross income received and list the name of each source of commission income of \$10,000 or more. (See Reference Pamphlet, page 8.) **Note: If you receive commission income on a regular basis or have an ownership interest of 10% or more, you must disclose the business entity and the income on Schedule A-2.**
- Disclose the job title or business position, if any, that you held with the business entity, even if you did not receive income during the reporting period.

Part 2. Loans Received or Outstanding During the Reporting Period

- Provide the name and address of the lender.
- Provide a general description of the business activity if the lender is a business entity.
- Check the box indicating the highest balance of the loan during the reporting period.
- Disclose the interest rate and the term of the loan.
 - For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period.
 - The term of the loan is the total number of months or years given for repayment of the loan at the time the loan was entered into.
- Identify the security, if any, for the loan.

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION Name _____ _____
--

SCHEDULE D

Income – Gifts

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	\$ _____	_____
____/____/____	\$ _____	_____
____/____/____	\$ _____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	\$ _____	_____
____/____/____	\$ _____	_____
____/____/____	\$ _____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	\$ _____	_____
____/____/____	\$ _____	_____
____/____/____	\$ _____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	\$ _____	_____
____/____/____	\$ _____	_____
____/____/____	\$ _____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	\$ _____	_____
____/____/____	\$ _____	_____
____/____/____	\$ _____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	\$ _____	_____
____/____/____	\$ _____	_____
____/____/____	\$ _____	_____

Comments: _____

Print

Clear

Instructions – Schedule D

Income – Gifts

A gift is anything of value for which you have not provided equal or greater consideration to the donor. A gift is reportable if its fair market value is \$50 or more. In addition, multiple gifts totaling \$50 or more received during the reporting period from a single source must be reported.

It is the acceptance of a gift, not the ultimate use to which it is put, that imposes your reporting obligation. Except as noted below, you must report a gift even if you never used it or if you gave it away to another person.

If the exact amount of a gift is unknown, you must make a good faith estimate of the item's fair market value. Listing the value of a gift as "over \$50" or "value unknown" is not adequate disclosure. In addition, if you received a gift through an intermediary, you must disclose the name, address, and business activity of both the donor and the intermediary. You may indicate an intermediary either in the "source" field after the name or in the "comments" section at the bottom of Schedule D.

Commonly reportable gifts include:

- Tickets/passes to sporting or entertainment events
- Tickets/passes to amusement parks
- Parking passes not used for official agency business
- Food, beverages, and accommodations, including those provided in direct connection with your attendance at a convention, conference, meeting, social event, meal, or like gathering
- Rebates/discounts not made in the regular course of business to members of the public without regard to official status
- Wedding gifts (See Reference Pamphlet, page 16)
- An honorarium received prior to assuming office (You may report an honorarium as income on Schedule C, rather than as a gift on Schedule D, if you provided services of equal or greater value than the payment received. See Reference Pamphlet, page 10.)
- Transportation and lodging (See Schedule E.)
- Forgiveness of a loan received by you

Reminders

- Gifts from a single source are subject to a **\$500** limit in **2020**. (See Reference Pamphlet, page 10.)
- Code filers – you only need to report gifts from reportable sources.

Gift Tracking Mobile Application

- FPPC has created a gift tracking app for mobile devices that helps filers track gifts and provides a quick and easy way to upload the information to the Form 700. Visit FPPC's website to download the app.

You are not required to disclose:

- Gifts that were not used and that, within 30 days after receipt, were returned to the donor or delivered to a charitable organization or government agency without being claimed by you as a charitable contribution for tax purposes
- Gifts from your spouse or registered domestic partner, child, parent, grandparent, grandchild, brother, sister, and certain other family members (See Regulation 18942 for a complete list.). The exception does not apply if the donor was acting as an agent or intermediary for a reportable source who was the true donor.
- Gifts of similar value exchanged between you and an individual, other than a lobbyist registered to lobby your state agency, on holidays, birthdays, or similar occasions
- Gifts of informational material provided to assist you in the performance of your official duties (e.g., books, pamphlets, reports, calendars, periodicals, or educational seminars)
- A monetary bequest or inheritance (However, inherited investments or real property may be reportable on other schedules.)
- Personalized plaques or trophies with an individual value of less than \$250
- Campaign contributions
- Up to two tickets, for your own use, to attend a fundraiser for a campaign committee or candidate, or to a fundraiser for an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. The ticket must be received from the organization or committee holding the fundraiser.
- Gifts given to members of your immediate family if the source has an established relationship with the family member and there is no evidence to suggest the donor had a purpose to influence you. (See Regulation 18943.)
- Free admission, food, and nominal items (such as a pen, pencil, mouse pad, note pad or similar item) available to all attendees, at the event at which the official makes a speech (as defined in Regulation 18950(b)(2)), so long as the admission is provided by the person who organizes the event.
- Any other payment not identified above, that would otherwise meet the definition of gift, where the payment is made by an individual who is not a lobbyist registered to lobby the official's state agency, where it is clear that the gift was made because of an existing personal or business relationship unrelated to the official's position and there is no evidence whatsoever at the time the gift is made to suggest the donor had a purpose to influence you.

To Complete Schedule D:

- Disclose the full name (not an acronym), address, and, if a business entity, the business activity of the source.
- Provide the date (month, day, and year) of receipt, and disclose the fair market value and description of the gift.

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION Name _____

SCHEDULE E

Income – Gifts

Travel Payments, Advances, and Reimbursements

- Mark either the gift or income box.
- Mark the “501(c)(3)” box for a travel payment received from a nonprofit 501(c)(3) organization or the “Speech” box if you made a speech or participated in a panel. Per Government Code Section 89506, these payments may not be subject to the gift limit. However, they may result in a disqualifying conflict of interest.
- For gifts of travel, provide the travel destination.

▶ NAME OF SOURCE (Not an Acronym)

ADDRESS (Business Address Acceptable)

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: \$_____
(If gift)

▶ MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

☐ Made a Speech/Participated in a Panel

☐ Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE (Not an Acronym)

ADDRESS (Business Address Acceptable)

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: \$_____
(If gift)

▶ MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

☐ Made a Speech/Participated in a Panel

☐ Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE (Not an Acronym)

ADDRESS (Business Address Acceptable)

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: \$_____
(If gift)

▶ MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

☐ Made a Speech/Participated in a Panel

☐ Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE (Not an Acronym)

ADDRESS (Business Address Acceptable)

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: \$_____
(If gift)

▶ MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

☐ Made a Speech/Participated in a Panel

☐ Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

Comments: _____

Print

Clear

Instructions – Schedule E

Travel Payments, Advances, and Reimbursements

Travel payments reportable on Schedule E include advances and reimbursements for travel and related expenses, including lodging and meals.

Gifts of travel may be subject to the gift limit. In addition, certain travel payments are reportable gifts, but are not subject to the gift limit. To avoid possible misinterpretation or the perception that you have received a gift in excess of the gift limit, you may wish to provide a specific description of the purpose of your travel. (See the FPPC fact sheet entitled "Limitations and Restrictions on Gifts, Honoraria, Travel, and Loans" to read about travel payments under section 89506(a).)

You are not required to disclose:

- Travel payments received from any state, local, or federal government agency for which you provided services equal or greater in value than the payments received, such as reimbursement for travel on agency business from your government agency employer.
- A payment for travel from another local, state, or federal government agency and related per diem expenses when the travel is for education, training or other inter-agency programs or purposes.
- Travel payments received from your employer in the normal course of your employment that are included in the income reported on Schedule C.
- A travel payment that was received from a nonprofit entity exempt from taxation under Internal Revenue Code Section 501(c)(3) for which you provided equal or greater consideration, such as reimbursement for travel on business for a 501(c)(3) organization for which you are a board member.

Note: Certain travel payments may not be reportable if reported via email on Form 801 by your agency.

To Complete Schedule E:

- Disclose the full name (not an acronym) and address of the source of the travel payment.
- Identify the business activity if the source is a business entity.
- Check the box to identify the payment as a gift or income, report the amount, and disclose the date(s).
 - Travel payments are gifts** if you did not provide services that were equal to or greater in value than the payments received. You must disclose gifts totaling \$500 or more from a single source during the period covered by the statement.

When reporting travel payments that are gifts, you must provide a description of the gift, the **date(s)** received, and the **travel destination**.

- Travel payments are income** if you provided services that were equal to or greater in value than the

payments received. You must disclose income totaling \$500 or more from a single source during the period covered by the statement. You have the burden of proving the payments are income rather than gifts. When reporting travel payments as income, you must describe the services you provided in exchange for the payment. You are not required to disclose the date(s) for travel payments that are income.

Example:

City council member MaryClaire Chandler is the chair of a 501(c)(6) trade association, and the association pays for her travel to attend its meetings. Because MaryClaire is deemed to be providing equal or greater consideration for the travel payment by virtue of serving on the board, this payment may be reported as income. Payments for MaryClaire to attend other events for which she is not providing services are likely considered gifts. Note that the same payment from a 501(c)(3) would NOT be reportable.

▶ NAME OF SOURCE (Not an Acronym)	
Health Services Trade Association	
ADDRESS (Business Address Acceptable)	
1230 K Street, Suite 610	
CITY AND STATE	
Sacramento, CA	
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE	
Association of Healthcare Workers	
DATE(S):	AMT: \$ 550.00
(If gift)	
▶ MUST CHECK ONE: <input type="checkbox"/> Gift -or- <input checked="" type="checkbox"/> Income	
<input type="radio"/> Made a Speech/Participated in a Panel	
<input checked="" type="radio"/> Other - Provide Description Travel reimbursement for board meeting.	
▶ If Gift, Provide Travel Destination	

Example:

Mayor Kim travels to China on a trip organized by China Silicon Valley Business Development, a California nonprofit, 501(c)(6) organization. The Chengdu Municipal People's Government pays for Mayor Kim's airfare and travel costs, as well as his meals and lodging during the trip. The trip's agenda shows that the trip's purpose is to promote job creation and economic activity in China and in Silicon Valley, so the trip is reasonably related to a governmental purpose. Thus, Mayor Kim must report the gift of travel,

▶ NAME OF SOURCE (Not an Acronym)	
Chengdu Municipal People's Government	
ADDRESS (Business Address Acceptable)	
2 Caoshi St. CaoShiJie, Qingyang Qu, Chengdu Shi,	
CITY AND STATE	
Sichuan Sheng, China, 610000	
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE	
DATE(S):	AMT: \$ 3,874.38
(If gift)	
▶ MUST CHECK ONE: <input checked="" type="checkbox"/> Gift -or- <input type="checkbox"/> Income	
<input type="radio"/> Made a Speech/Participated in a Panel	
<input checked="" type="radio"/> Other - Provide Description Travel reimbursement for trip to China.	
▶ If Gift, Provide Travel Destination	
Sichuan Sheng, China	

but the gift is exempt from the gift limit. In this case, the travel payments are not subject to the gift limit because the source is a foreign government and because the travel is reasonably related to a governmental purpose. (Section 89506(a)(2).) Note that Mayor Kim could be disqualified from participating in or making decisions about The Chengdu Municipal People's Government for 12 months. Also note that if China Silicon Valley Business Development (a 501(c)(6) organization) paid for the travel costs rather than the governmental organization, the payments would be subject to the gift limits. (See the FPPC fact sheet, Limitations and Restrictions on Gifts, Honoraria, Travel and Loans, at www.fppc.ca.gov.)

Restrictions and Prohibitions

The Political Reform Act (Gov. Code Sections 81000-91014) requires most state and local government officials and employees to publicly disclose their personal assets and income. They also must disqualify themselves from participating in decisions that may affect their personal economic interests. The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the attached Statement of Economic Interests, Form 700, and for interpreting the law's provisions.

Gift Prohibition

Gifts received by most state and local officials, employees, and candidates are subject to a limit. In 2021-2022, the gift limit increased to \$520 from a single source during a calendar year. In 2019 and 2020, the gift limit was \$500 from a single source during a calendar year.

Additionally, state officials, state candidates, and certain state employees are subject to a \$10 limit per calendar month on gifts from lobbyists and lobbying firms registered with the Secretary of State. See Reference Pamphlet, page 10.

State and local officials and employees should check with their agency to determine if other restrictions apply.

Disqualification

Public officials are, under certain circumstances, required to disqualify themselves from making, participating in, or attempting to influence governmental decisions that will affect their economic interests. This may include interests they are not required to disclose. For example, a personal residence is often not reportable, but may be grounds for disqualification. Specific disqualification requirements apply to 87200 filers (e.g., city councilmembers, members of boards of supervisors, planning commissioners, etc.). These officials must publicly identify the economic interest that creates a conflict of interest and leave the room before a discussion or vote takes place at a public meeting. For more information, consult Government Code Section 87105, Regulation 18707, and the Guide to Recognizing Conflicts of Interest page at www.fppc.ca.gov.

Honorarium Ban

Most state and local officials, employees, and candidates are prohibited from accepting an honorarium for any speech given, article published, or attendance at a conference, convention, meeting, or like gathering. (See Reference Pamphlet, page 10.)

Loan Restrictions

Certain state and local officials are subject to restrictions

on loans. (See Reference Pamphlet, page 14.)

Post-Governmental Employment

There are restrictions on representing clients or employers before former agencies. The provisions apply to elected state officials, most state employees, local elected officials, county chief administrative officers, city managers, including the chief administrator of a city, and general managers or chief administrators of local special districts and JPAs. The FPPC website has fact sheets explaining the provisions.

Late Filing

The filing officer who retains originally-signed or electronically filed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is \$10 per day up to a maximum of \$100. Late filing penalties may be reduced or waived under certain circumstances.

Persons who fail to timely file their Form 700 may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or district attorney) for investigation and possible prosecution. In addition to the late filing penalties, a fine of up to \$5,000 per violation may be imposed.

For assistance concerning reporting, prohibitions, and restrictions under the Act:

- Email questions to advice@fppc.ca.gov.
- Call the FPPC toll-free at (866) 275-3772.

Form 700 is a Public Document Public Access Must Be Provided

Statements of Economic Interests are public documents. The filing officer must permit any member of the public to inspect and receive a copy of any statement.

- Statements must be available as soon as possible during the agency's regular business hours, but in any event not later than the second business day after the statement is received. Access to the Form 700 is not subject to the Public Records Act procedures.
- No conditions may be placed on persons seeking access to the forms.
- No information or identification may be required from persons seeking access.
- Reproduction fees of no more than 10 cents per page may be charged.

Questions and Answers

General

- Q. What is the reporting period for disclosing interests on an assuming office statement or a candidate statement?
- A. On an assuming office statement, disclose all reportable investments, interests in real property, and business positions held on the date you assumed office. In addition, you must disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you assumed office.
- On a candidate statement, disclose all reportable investments, interests in real property, and business positions held on the date you file your declaration of candidacy. You must also disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you file your declaration of candidacy.
- Q. I hold two other board positions in addition to my position with the county. Must I file three statements of economic interests?
- A. Yes, three are required. However, you may complete one statement listing the county and the two boards on the Cover Page or an attachment as the agencies for which you will be filing. Report your economic interests using the largest jurisdiction and highest disclosure requirements assigned to you by the three agencies. Make two copies of the entire statement before signing it, sign each copy with an original signature, and distribute one original to the county and to each of the two boards. Remember to complete separate statements for positions that you leave or assume during the year.
- Q. I am a department head who recently began acting as city manager. Should I file as the city manager?
- A. Yes. File an assuming office statement as city manager. Persons serving as “acting,” “interim,” or “alternate” must file as if they hold the position because they are or may be performing the duties of the position.
- Q. My spouse and I are currently separated and in the process of obtaining a divorce. Must I still report my spouse’s income, investments, and interests in real property?
- A. Yes. A public official must continue to report a spouse’s economic interests until such time as dissolution of marriage proceedings is final. However, if a separate property agreement has been reached prior to that time, your estranged spouse’s income may not have to be reported. Contact the FPPC for more information.

- Q. As a designated employee, I left one state agency to work for another state agency. Must I file a leaving office statement?
- A. Yes. You may also need to file an assuming office statement for the new agency.

Investment Disclosure

- Q. I have an investment interest in shares of stock in a company that does not have an office in my jurisdiction. Must I still disclose my investment interest in this company?
- A. Probably. The definition of “doing business in the jurisdiction” is not limited to whether the business has an office or physical location in your jurisdiction. (See Reference Pamphlet, page 13.)
- Q. My spouse and I have a living trust. The trust holds rental property in my jurisdiction, our primary residence, and investments in diversified mutual funds. I have full disclosure. How is this trust disclosed?
- A. Disclose the name of the trust, the rental property and its income on Schedule A-2. Your primary residence and investments in diversified mutual funds registered with the SEC are not reportable.
- Q. I am required to report all investments. I have an IRA that contains stocks through an account managed by a brokerage firm. Must I disclose these stocks even though they are held in an IRA and I did not decide which stocks to purchase?
- A. Yes. Disclose on Schedule A-1 or A-2 any stock worth \$2,000 or more in a business entity located in or doing business in your jurisdiction.
- Q. The value of my stock changed during the reporting period. How do I report the value of the stock?
- A. You are required to report the highest value that the stock reached during the reporting period. You may use your monthly statements to determine the highest value. You may also use the entity’s website to determine the highest value. You are encouraged to keep a record of where you found the reported value. Note that for an assuming office statement, you must report the value of the stock on the date you assumed office.

Questions and Answers Continued

- Q. I am the sole owner of my business, an S-Corporation. I believe that the nature of the business is such that it cannot be said to have any "fair market value" because it has no assets. I operate the corporation under an agreement with a large insurance company. My contract does not have resale value because of its nature as a personal services contract. Must I report the fair market value for my business on Schedule A-2 of the Form 700?
- A. Yes. Even if there are no *tangible* assets, intangible assets, such as relationships with companies and clients are commonly sold to qualified professionals. The "fair market value" is often quantified for other purposes, such as marital dissolutions or estate planning. In addition, the IRS presumes that "personal services corporations" have a fair market value. A professional "book of business" and the associated goodwill that generates income are not without a determinable value. The Form 700 does not require a precise fair market value; it is only necessary to check a box indicating the broad range within which the value falls.
- Q. I own stock in IBM and must report this investment on Schedule A-1. I initially purchased this stock in the early 1990s; however, I am constantly buying and selling shares. Must I note these dates in the "Acquired" and "Disposed" fields?
- A. No. You must only report dates in the "Acquired" or "Disposed" fields when, during the reporting period, you initially purchase a reportable investment worth \$2,000 or more or when you dispose of the entire investment. You are not required to track the partial trading of an investment.
- Q. On last year's filing I reported stock in Encoe valued at \$2,000 - \$10,000. Late last year the value of this stock fell below and remains at less than \$2,000. How should this be reported on this year's statement?
- A. You are not required to report an investment if the value was less than \$2,000 during the **entire** reporting period. However, because a disposed date is not required for stocks that fall below \$2,000, you may want to report the stock and note in the "comments" section that the value fell below \$2,000. This would be for informational purposes only; it is not a requirement.

- Q. We have a Section 529 account set up to save money for our son's college education. Is this reportable?
- A. If the Section 529 account contains reportable interests (e.g., common stock valued at \$2,000 or more), those interests are reportable (not the actual Section 529 account). If the account contains solely mutual funds, then nothing is reported.

Income Disclosure

- Q. I reported a business entity on Schedule A-2. Clients of my business are located in several states. Must I report all clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2, Part 3?
- A. No, only the clients located in or doing business on a regular basis in your jurisdiction must be disclosed.
- Q. I believe I am not required to disclose the names of clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2 because of their right to privacy. Is there an exception for reporting clients' names?
- A. Regulation 18740 provides a procedure for requesting an exemption to allow a client's name not to be disclosed if disclosure of the name would violate a legally recognized privilege under California or Federal law. This regulation may be obtained from our website at www.fppc.ca.gov. (See Reference Pamphlet, page 14.)
- Q. I am sole owner of a private law practice that is not reportable based on my limited disclosure category. However, some of the sources of income to my law practice are from reportable sources. Do I have to disclose this income?
- A. Yes, even though the law practice is not reportable, reportable sources of income to the law practice of \$10,000 or more must be disclosed. This information would be disclosed on Schedule C with a note in the "comments" section indicating that the business entity is not a reportable investment. The note would be for informational purposes only; it is not a requirement.

Questions and Answers Continued

Q. I am the sole owner of my business. Where do I disclose my income - on Schedule A-2 or Schedule C?

A. Sources of income to a business in which you have an ownership interest of 10% or greater are disclosed on Schedule A-2. (See Reference Pamphlet, page 8.)

Q. My husband is a partner in a four-person firm where all of his business is based on his own billings and collections from various clients. How do I report my community property interest in this business and the income generated in this manner?

A. If your husband's investment in the firm is 10% or greater, disclose 100% of his share of the business on Schedule A-2, Part 1 and 50% of his income on Schedule A-2, Parts 2 and 3. For example, a client of your husband's must be a source of at least \$20,000 during the reporting period before the client's name is reported.

Q. How do I disclose my spouse's or registered domestic partner's salary?

A. Report the name of the employer as a source of income on Schedule C.

Q. I am a doctor. For purposes of reporting \$10,000 sources of income on Schedule A-2, Part 3, are the patients or their insurance carriers considered sources of income?

A. If your patients exercise sufficient control by selecting you instead of other doctors, then your patients, rather than their insurance carriers, are sources of income to you. (See Reference Pamphlet, page 14.)

Q. I received a loan from my grandfather to purchase my home. Is this loan reportable?

A. No. Loans received from family members are not reportable.

Q. Many years ago, I loaned my parents several thousand dollars, which they paid back this year. Do I need to report this loan repayment on my Form 700?

A. No. Payments received on a loan made to a family member are not reportable.

Real Property Disclosure

Q. During this reporting period we switched our principal place of residence into a rental. I have full disclosure and the property is located in my agency's jurisdiction, so it is now reportable. Because I have not reported this property before, do I need to show an "acquired" date?

A. No, you are not required to show an "acquired" date because you previously owned the property. However, you may want to note in the "comments" section that the property was not previously reported because it was used exclusively as your residence. This would be for informational purposes only; it is not a requirement.

Q. I am a city manager, and I own a rental property located in an adjacent city, but one mile from the city limit. Do I need to report this property interest?

A. Yes. You are required to report this property because it is located within 2 miles of the boundaries of the city you manage.

Q. Must I report a home that I own as a personal residence for my daughter?

A. You are not required to disclose a home used as a personal residence for a family member unless you receive income from it, such as rental income.

Q. I am a co-signer on a loan for a rental property owned by a friend. Since I am listed on the deed of trust, do I need to report my friend's property as an interest in real property on my Form 700?

A. No. Simply being a co-signer on a loan for property does not create a reportable interest in real property for you.

Gift Disclosure

Q. If I received a reportable gift of two tickets to a concert valued at \$100 each, but gave the tickets to a friend because I could not attend the concert, do I have any reporting obligations?

A. Yes. Since you accepted the gift and exercised discretion and control of the use of the tickets, you must disclose the gift on Schedule D.

Questions and Answers Continued

- Q. Julia and Jared Benson, a married couple, want to give a piece of artwork to a county supervisor. Is each spouse considered a separate source for purposes of the gift limit and disclosure?
- A. Yes, each spouse may make a gift valued at the gift limit during a calendar year. For example, during 2020 the gift limit was \$500, so the Bensons may have given the supervisor artwork valued at no more than **\$1,000**. The supervisor must identify Jared and Julia Benson as the sources of the gift.
- Q. I received free admission to an educational conference related to my official duties. Part of the conference fees included a round of golf. Is the value of the golf considered informational material?
- A. No. The value of personal benefits, such as golf, attendance at a concert, or sporting event, are gifts subject to reporting and limits.
- Q. I am a Form 700 filer with full disclosure. Our agency holds a holiday raffle to raise funds for a local charity. I bought \$10 worth of raffle tickets and won a gift basket valued at \$120. The gift basket was donated by Doug Brewer, a citizen in our city. At the same event, I bought raffle tickets for, and won a quilt valued at \$70. The quilt was donated by a coworker. Are these reportable gifts?
- A. Because the gift basket was donated by an outside source (not an agency employee), you have received a reportable gift valued at \$110 (the value of the basket less the consideration paid). The source of the gift is Doug Brewer and the agency is disclosed as the intermediary. Because the quilt was donated by an employee of your agency, it is not a reportable gift.
- Q. My agency is responsible for disbursing grants. An applicant (501(c)(3) organization) met with agency employees to present its application. At this meeting, the applicant provided food and beverages. Would the food and beverages be considered gifts to the employees? These employees are designated in our agency's conflict of interest code and the applicant is a reportable source of income under the code.
- A. Yes. If the value of the food and beverages consumed by any one filer, plus any other gifts received from the same source during the reporting period total \$50 or more, the food and beverages would be reported using the fair market value and would be subject to the gift limit.

STUDENT SUCCESS PROGRAMS Corporation

Now accepting applications for Governance Parental Representatives

The qualification of the members of the Board shall correspond to its purposes. The members shall be persons who:

- Submits a resume and letter of intent outlining the applicant's reasons for wanting to join the Board of Directors.
- Demonstrates a strong commitment to quality education.
- Displays sound judgment.
- Shows ability to work effectively with Administration and Board of Directors.
- Excellent communication skills.
- Has displayed positive support of charter concept, including the need for change and accountability.
- Demonstrates the highest standard of professional behavior. Has strong problem-solving techniques.
- Demonstrates a respect for issues relating to confidentiality.
- Possess the skills to publicly represent the Charter School with the highest integrity.
- Demonstrates a willingness and commitment to working on Charter Board business.
- Demonstrates the ability to take on a Program wide perspective to planning.
- Capable of representing the diversity of the community.
- Are open and willing to commit a high level of time and energy to governance activities for the School.
- Commit to attending all Board meetings.
- Has means of transportation to any of the resource centers where Board meetings may be held.
- **Has a student currently enrolled in a charter school operated by the Corporation.**
- **A recommendation from the Parent Representative Applicant student's teacher of record.**

For inquiries, please contact your student's teacher.

To submit your application, please email the board at board@audiocharterschool.net

Deadline to submit application is April 5, 2021

STUDENT SUCCESS PROGRAMS Corporation

Now accepting applications for Governance Parental Representatives

The qualification of the members of the Board shall correspond to its purposes. The members shall be persons who:

- Submits a resume and letter of intent outlining the applicant's reasons for wanting to join the Board of Directors.
- Demonstrates a strong commitment to quality education.
- Displays sound judgment.
- Shows ability to work effectively with Administration and Board of Directors.
- Excellent communication skills.
- Has displayed positive support of charter concept, including the need for change and accountability.
- Demonstrates the highest standard of professional behavior. Has strong problem-solving techniques.
- Demonstrates a respect for issues relating to confidentiality.
- Possess the skills to publicly represent the Charter School with the highest integrity.
- Demonstrates a willingness and commitment to working on Charter Board business.
- Demonstrates the ability to take on a Program wide perspective to planning.
- Capable of representing the diversity of the community.
- Are open and willing to commit a high level of time and energy to governance activities for the School.
- Commit to attending all Board meetings.
- Has means of transportation to any of the resource centers where Board meetings may be held.
- **Has a student currently enrolled in a charter school operated by the Corporation.**
- **A recommendation from the Parent Representative Applicant student's teacher of record.**

For inquiries, please contact your student's teacher.

To submit your application, please email the board at board@charterschool-sandiego.net

Deadline to submit application is April 5, 2021



Altus Schools Plan for Reopening During COVID-19 Pandemic



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Considerations for Re-Opening Resource Centers

Local Conditions	<ul style="list-style-type: none"> • State/County/Local Public Health Clearance <ul style="list-style-type: none"> ○ Flexibility or lifting of Stay-Home Order to allow schools to physically re-open ○ Testing availability (consult with local public health) ○ Sufficient duration of decline or stability of confirmed cases ○ Sufficient surge capacity exists in local hospitals • Equipment Availability <ul style="list-style-type: none"> ○ Have sufficient Personal Protective Equipment (PPE) for staff and students ○ Have plan for ongoing supply of PPE (masks, disposable gloves) ○ Purchase no-touch thermal scan thermometers for symptom screening ○ Consider alternative PPE options for students with disabilities • Cleaning Supply Availability <ul style="list-style-type: none"> ○ Ability to continuously disinfect school site in accordance with CDPH guidance ○ Ensure sufficient supply: hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels
Plan to Address Positive COVID-19 Cases or Community Surges	<ul style="list-style-type: none"> • Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with local public health officials • Establish a plan for when a student, teacher, or staff member (or a member of their household) tests positive for COVID-19 and has exposed others at the school. CDPH guidance is as follows: <ul style="list-style-type: none"> ○ In consultation with the local public health officials, the appropriate school official may consider whether school closure is warranted and length of time based on the risk level within the specific community as determined by the local public health officer ○ In accordance with standard guidance for isolation at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff isolate ○ Additional close contacts at school outside of a classroom should also isolate at home ○ Additional areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection ○ Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue • Designate a staff liaison responsible for responding to COVID-19 concerns
Planning and Training of Health and Safety Protocols	<ul style="list-style-type: none"> • Develop plans and provide staff trainings on: <ul style="list-style-type: none"> ○ Disinfecting and sanitizing <ul style="list-style-type: none"> ▪ Frequency, tools, and chemicals used in accordance with the Healthy Schools Act, CDPH guidance, and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required ○ Hygiene practices (frequency, duration, procedure) ○ Physical distancing of staff and students ○ Symptom screening, including temperature checks ○ Updates to the Injury and Illness Prevention Program (IIPP)

	<ul style="list-style-type: none"> ○ State and Local health standards and recommendations: <ul style="list-style-type: none"> ▪ Proper use of protective equipment (including removal and washing of cloth face coverings) ▪ Cough and sneeze etiquette ▪ Keeping one's hands away from one's face ▪ Frequent handwashing and proper technique ▪ Confidentiality around health recording and reporting ○ Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions ○ Training on trauma-informed practices and suicide prevention ● Provide training for students through a lesson (MS and HS) that addresses the following topics: <ul style="list-style-type: none"> ○ Hygiene Practices (hand washing - procedure, frequency, duration) ○ Protective Equipment (face coverings - use, removal, and washing) ○ Physical Distancing ● Post current information regarding COVID-19 signs and symptoms at school sites and on school website (update as needed)
Injury and Illness Prevention Program (IIPP)	<ul style="list-style-type: none"> ● Update IIPP to address unique circumstances during COVID-19 crisis and make updates accessible to employees and parents
Resource Center (RC) Access Plan	<ul style="list-style-type: none"> ● Establish a Resource Center Access Plan that addresses the following: <ul style="list-style-type: none"> ○ Excluding any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 ○ Plan to protect and support staff who are at a higher risk for severe illness ○ Monitoring of staff and students throughout the day for signs of illness ○ <u>Procedures for students upon arrival at the Resource Center</u> <ul style="list-style-type: none"> ▪ Passive Screening at home (temperature/symptoms assessment) ▪ Active Screening at RC (temperature/symptoms assessment) ▪ Hands sanitization ○ <u>Protocols for if a student is symptomatic upon arrival or during their RC appointment:</u> <ul style="list-style-type: none"> ▪ Immediate separation, preferably isolated in separate room ▪ Immediately wear a face covering in isolation area ▪ Student remains in isolation with continued supervision and care until picked up by an authorized adult ▪ Advise guardians of sick students that students are not to return until they have met CDC criteria to discontinue home isolation ○ <u>Procedures for staff upon arrival at the Resource Center</u> <ul style="list-style-type: none"> ▪ Passive Screening at home (temperature/symptoms assessment) ▪ Active Screening at RC (temperature/symptoms assessment) ▪ Hands sanitization ▪ Exclude employees from workplace who are exhibiting symptoms ○ <u>Procedures for Physical Distancing</u> <ul style="list-style-type: none"> ▪ Determine maximum student capacity per classroom with 6-feet apart physical distancing and minimize face-to-face contact ▪ Avoid grouping/gathering of staff – conduct trainings virtually ▪ Limit RC access for parents and other visitors ▪ Adjust staff schedules to accommodate physical distancing strategies

- | | |
|--|---|
| | <ul style="list-style-type: none">▪ Consider food distribution process○ <u>Procedures for Cleaning and Disinfecting</u><ul style="list-style-type: none">▪ Frequency, tools, chemicals▪ Avoid sharing of electronic devices▪ Products approved for use against COVID-19▪ Allow for airing out of space after cleaning; increase ventilation systems and increase circulation of outdoor air▪ Wait 24 hours before cleaning/disinfecting area used by sick person○ <u>Procedures for Hygiene</u><ul style="list-style-type: none">▪ Handwashing (frequency, duration, procedure) |
|--|---|

Stakeholder Outreach

<p>Communication with Students, Parents, Employees, Public Health Officials, and the Community</p>	<ul style="list-style-type: none"> • School leaders engage stakeholders to formulate/implement re-opening plans • Communication to staff, students, and parents about new COVID-19 related protocols <ul style="list-style-type: none"> ○ Proper use of PPE ○ Cleanliness and disinfection ○ Transmission prevention ○ Guidelines for families about when to keep students home from school ○ Systems for self-reporting symptoms ○ Criteria and plan to close schools again for physical attendance of students • Target communication for vulnerable members of the school community • Create a communications plan if a school has a positive COVID-19 case <ul style="list-style-type: none"> ○ Address the school's role in documenting, reporting, tracking, and tracing infections in coordination with public health officials ○ Notify staff and families immediately of any possible cases of COVID-19. Review legal responsibilities and privacy rights for communicating about cases of the virus. ○ Provide guidance to parents, teachers, and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere ○ Provide information to parents regarding labor laws, Disability Insurance, Paid Family Leave, and Unemployment Insurance ○ Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation ○ Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms, follow appropriate CDC guidance for home isolation.
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Reopening Resource Center Phases

Phase 1 Schedule	STUDENTS:
	<ul style="list-style-type: none"> Students with special education services, 504 plans, and those students struggling with online learning will have the option to come into the resource center once per week for 90 minutes.
	RESOURCE CENTER STAFF:
	<ul style="list-style-type: none"> Staff will come into the resource center twice per week. Group 1 teachers will have a Monday and Wednesday schedule and Group 2 will have a Tuesday and Thursday schedule. Fridays they will work from home.
Phase 2 Schedule	STUDENTS:
	<ul style="list-style-type: none"> All students interested will have the option to come into the resource center once per week for 90 minutes.
	RESOURCE CENTER STAFF:
	<ul style="list-style-type: none"> Staff will come into the resource center three times per week. Group 1 teachers will have a Monday, Wednesday, and Friday schedule. Group 2 will have a Tuesday, Thursday, and Friday schedule.
Phase 3 Schedule	STUDENTS:
	<ul style="list-style-type: none"> All students interested will have the option to come into the resource center twice per week for 120 minutes.
	RESOURCE CENTER STAFF:
	<ul style="list-style-type: none"> Staff will come into the resource center five times per week, Monday – Friday.

Pre-Resource Center Arrival Protocols

At Home, and prior to attending each Resource Center appointment	STUDENTS:
	<ul style="list-style-type: none"> Students review curriculum lessons on RC required hygiene protocols Students complete passive screening at home (temperature/symptoms assessment). If student has a temperature above 100 degrees, they may not attend the RC until they are free from fever for more than 24 hours without medication. Students will bring their own masks when feasible. No other family member may come with a student to the RC unless approved by a staff member ahead of time.
	RESOURCE CENTER STAFF:
	<ul style="list-style-type: none"> Staff complete passive screening at home (temperature/symptoms assessment). If staff member has a temperature above 100 degrees, they may not attend the RC until they are free from fever for more than 24 hours without medication.

Resource Center Access Plan + Instructional Procedures

Entering the Resource Center	<p>STUDENTS:</p> <ul style="list-style-type: none"> Students enter the Resource Center one at a time. Resource Center staff (CTR or Teacher) will check-in one student at a time to enter the RC Students maintain 6 feet physical distancing while completing arrival protocols Students will review signage on RC protocol guidance Students are required to wear a face covering upon entering the RC Students complete symptoms assessment and visual wellness check Students complete temperature check at the provided station upon entering RC Students sanitize hands at the provided station <p>RESOURCE CENTER STAFF:</p> <ul style="list-style-type: none"> Resource Center staff will complete an active screening at RC (temperature/symptoms assessment) Resource Center staff are required to wear a face covering upon entering the RC Resource Center staff sanitize hands at the provided station Resource Center staff will distribute laptop to students as necessary from laptop cart located at the front of the RC
Sign-In Process	<ul style="list-style-type: none"> Student stands behind designated line to check in with teacher and maintain 6 feet physical distancing Teacher notates the student name/arrival time on the sign-in sheet Student is given seat assignment
Health and Safety: COVID-19 Symptom Protocols	
Protocols for Student Demonstrating COVID-19 Symptoms at the RC	<p>If upon arrival or during the RC appointment, a student has a temperature and/or demonstrates COVID-19 symptoms:</p> <ul style="list-style-type: none"> Student immediately self-isolates in designated area (conference room or secluded area at front of RC) Student must wear a face covering in isolation area Teacher notifies guardian/authorized adult for immediate pick up of student Student remains in isolation with continued supervision and care until picked up by authorized adult. If student is unable to be picked up by an authorized adult in a timely manner, the teacher will discuss with the parent/authorized adult alternative ways to return home Teacher notifies School Nurse School Nurse contacts guardian and advises that sick students are not to return until they have met CDC criteria to discontinue home isolation
Health and Safety: Physical Distancing	
Resource Center Seating	<ul style="list-style-type: none"> Physical distancing of 6 feet is maintained at all times by staff and students Students follow floor markings in place to direct foot-traffic flow Students sit only at designated seats to maintain physical distancing requirements
Guardians + Other Guests	<ul style="list-style-type: none"> Guardians/other guests are prohibited from entering the RC during student hours Guardians may schedule virtual conferences with the teacher In-person meetings to discuss supports and services may be scheduled on an individual basis with precautions in place

Student Appointment Schedules	<ul style="list-style-type: none"> Teachers collaborate on student appointment schedules to ensure only the designated seats are occupied Student appointment schedule includes a 30-minute transition between each group to ensure social distancing practices and sanitization of shared spaces
Small Group Instruction	<ul style="list-style-type: none"> Small group tutoring sessions continue to take place virtually through online platforms
Submission of Coursework	<ul style="list-style-type: none"> Students are encouraged to continue to submit coursework electronically via Edgenuity, OneDrive, or teacher email Paper lessons can be submitted in the RC in the designated tray
Nutrition Breaks	<ul style="list-style-type: none"> Resource Center staff will place nutrition program items in designated area in the morning for students to have throughout the day Student can participate in a nutrition break in a designated area one at a time Students will immediately wash their hands after their break Students will maintain 6 foot distance from others during the break
Professional Development	<ul style="list-style-type: none"> Professional development sessions continue to take place virtually Teachers complete trainings on new COVID-19 related protocols prior to re-opening Students complete a school-provided lesson that addresses new COVID-19 related protocols
Health and Safety: Hygiene Practices	
Maintaining Cleanliness	<ul style="list-style-type: none"> Teachers and students follow proper handwashing techniques and frequency guidance. It is recommended to wash hands every two hours. Teachers and students will access the sanitization stations in the RC frequently. Resource Center staff will wipe down or spray used areas after each student use
Health and Safety: Cleaning & Sanitizing	
Disinfecting Common Areas	STUDENTS:
	<ul style="list-style-type: none"> Students wipe down table, chair, and device with disinfectant wipes after use Students encouraged to bring school-issued laptop from home to utilize in the RC
	RESOURCE CENTER STAFF:
	<ul style="list-style-type: none"> Teachers disinfect surfaces such as tables, chairs, door handles, sink handles, restroom surfaces, and technology equipment between each appointment group
Posted Information	<ul style="list-style-type: none"> Health and safety procedures/reminders posted throughout the RC Teachers ensure that all individuals in the RC follow posted procedures Health Department provides updated documents to post as applicable
Resource Center (RC) Exit Protocols	
Student Exiting Procedures	STUDENTS:
	<ul style="list-style-type: none"> Students who are ready to leave the RC from their appointment will do so by raising their hand to get their teachers attention Student will wipe down their laptop with a disinfectant wipe and turn their laptop into their teacher Students will exit the RC thru the designated exit doors one at a time

	RESOURCE CENTER STAFF:
	<ul style="list-style-type: none">• Resource Center staff will sign-out a student when they leave their appointment• Resource Center staff will return the laptops to the laptop carts after student wipes down

Social Emotional Learning and Mental Health Services

1. Healthy Youth Program: Altus Schools will look to hire 2 Licensed Marriage and Family Therapist. The LMFT will provide individual counseling to students, connect families to resources and supports, and work within the multi-tiered system of support to provide intensive intervention for high risk students.
2. Professional Development for Staff:
 - a. Trauma Informed Practices trainings for all staff
 - b. Youth Mental Health First Aid certification for new teachers,
 - c. Signs of Suicide refresher training at Altus Symposium
 - d. Check your Bias training at Altus Symposium
3. Social-Emotional Learning (SEL) for Students: School-provided Resilience In Students and Education (RISE) sessions based on SEL standards and focused on mental health during COVID 19 will continue to take place bi-monthly to support all Altus students.
4. Family Learning Series (Parent University): School-provided informational sessions for parents regarding mental health, services, and supports will continue to take place on a regular basis to support all Altus parents and families.
5. Curriculum Integration: Social-Emotional Learning Edgenuity curriculum will be integrated into core course curriculum in modules or assigned independently to further support students' mental health and social emotional needs.

Supply List

The Safety Committee will take the lead on ordering supplies needed for resource centers and offices during the COVID-19 Pandemic. The Safety Committee will meet regularly to discuss and consensus on ordering needs. The Operations Department will facilitate supplies to the RCs through each Safety Ambassador.

Supply Item	June Order	July Order	August Order	September Order	October Order	November Order	December Order
ThermoScanners							
Infection Contactless Thermometers							
AAA Batteries, 2 count per Thermometers							
Hand Sanitizer (individual)							
Hand Sanitizer (stand replacement)							
Latex gloves (Medium)							
Latex gloves (Large)							
Disposable Masks							
Surface Disinfectant Wipes							
Social Distancing Signs							
Re-usable Cloth Face Coverings							
Blue Tape							
Paper Towels (Janitorial)							

Department Plans

During the COVID-19 Pandemic, the office staff will work remotely from home and will only come into the office when necessary. Office staff will follow similar entering and exiting protocols as the resource centers.

When deemed safe, the office staff will transition to working in the office in staggered shifts to promote social distancing. The department leader of the following departments will ensure their staff schedules maintain social distancing:

- Instruction – Jay Garrity
- Student Services Center – Amanda Akle
- Finance – Will Berry
- Operations – Tiffany Yandell
- Human Resources – Tim Tuter
- Health – Rachel Thomas
- Data and Assessment – Aaron Smith
- Communications – Jackie Robertson

All regular work hour schedules will be maintained whether an employee is working at the office or from home.

Resource Center Layout Plans

Each resource center has updated their layout plans to designate seating options for students and staff to provide for social distancing.

Max Capacity:
10 Students
5 Staff members



Enter

Analog Line
858-627-7295



 Circuit Panel



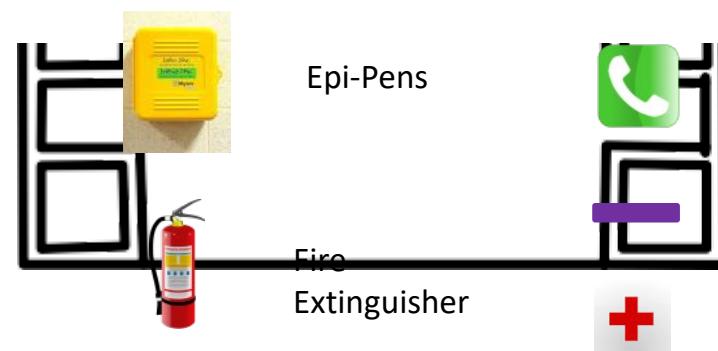
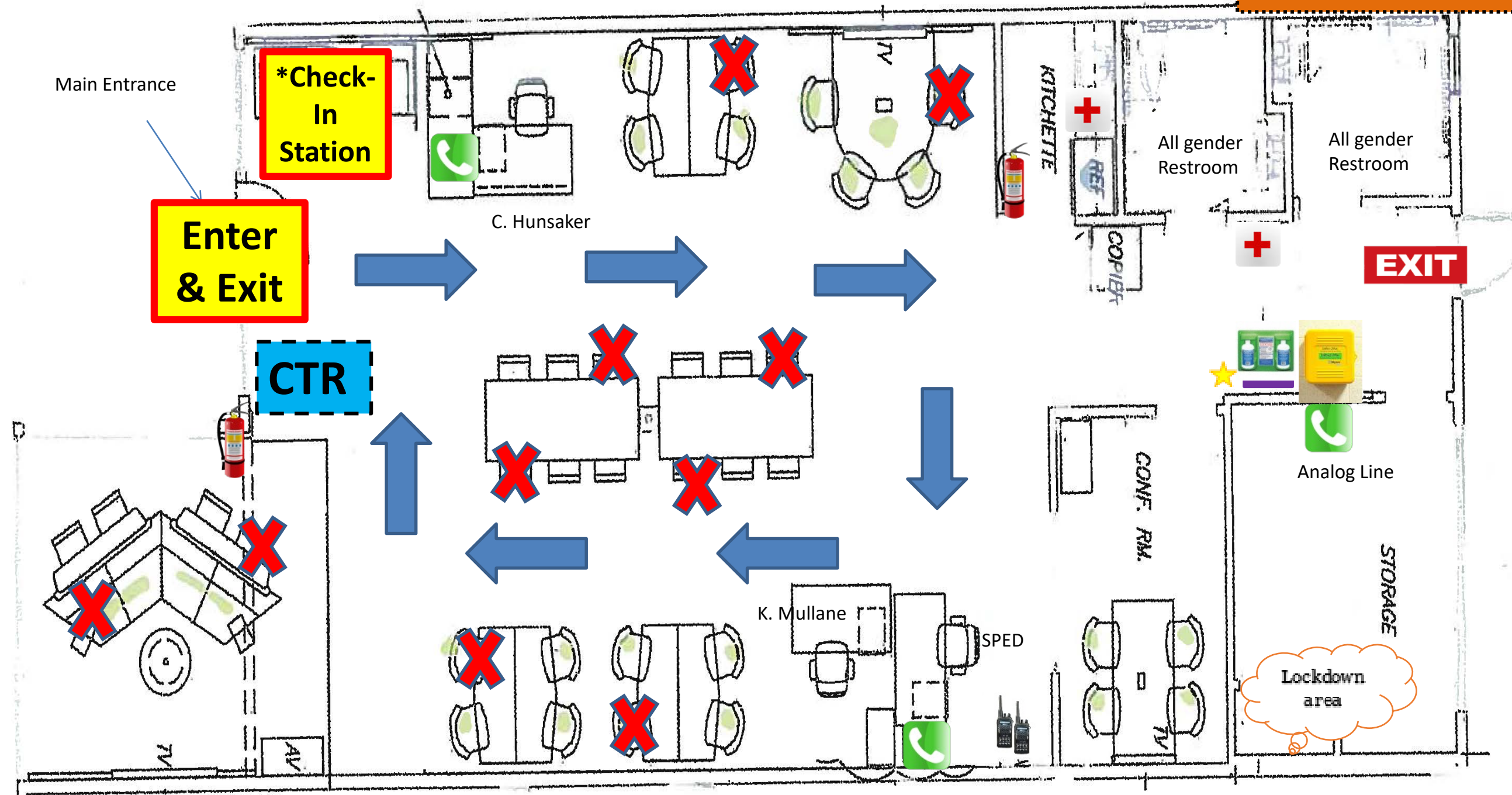
Telephone

1st - on grass left adjacent to RC parking lot
2nd - in front of apartment complex right adjacent to RC parking lot

Audeo – La Jolla Resource Center

7458 Girard Avenue, La Jolla 92037

Max Capacity:
10 Students
4 Staff Members



Eye Wash Station



Radio



Lockdown Location



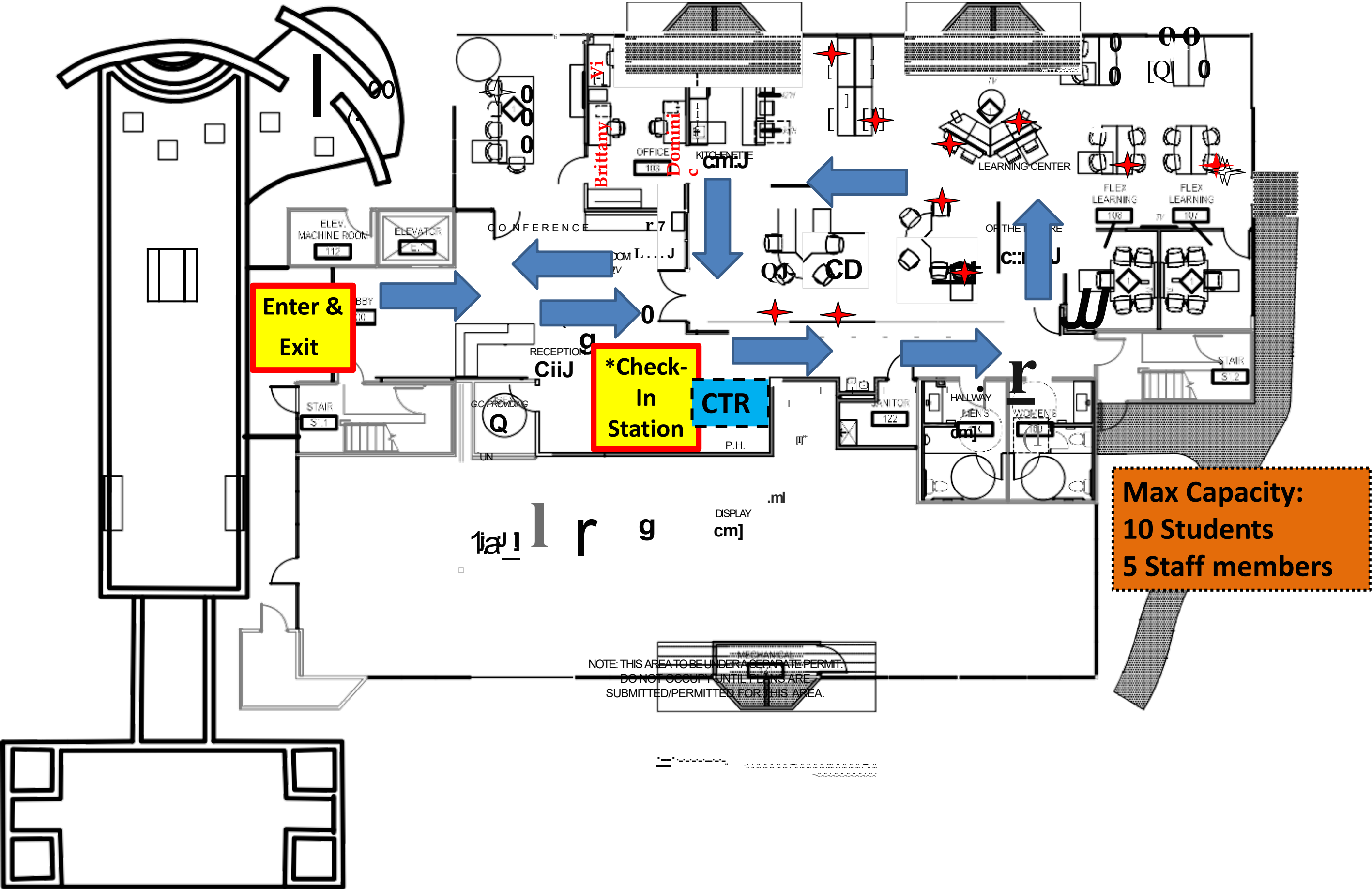
Alarm Keypad

Off-Site Meeting Area A:
Meet in front of RC.

Off-Site Meeting Area B:
Meet at CVS on Fay & Draper

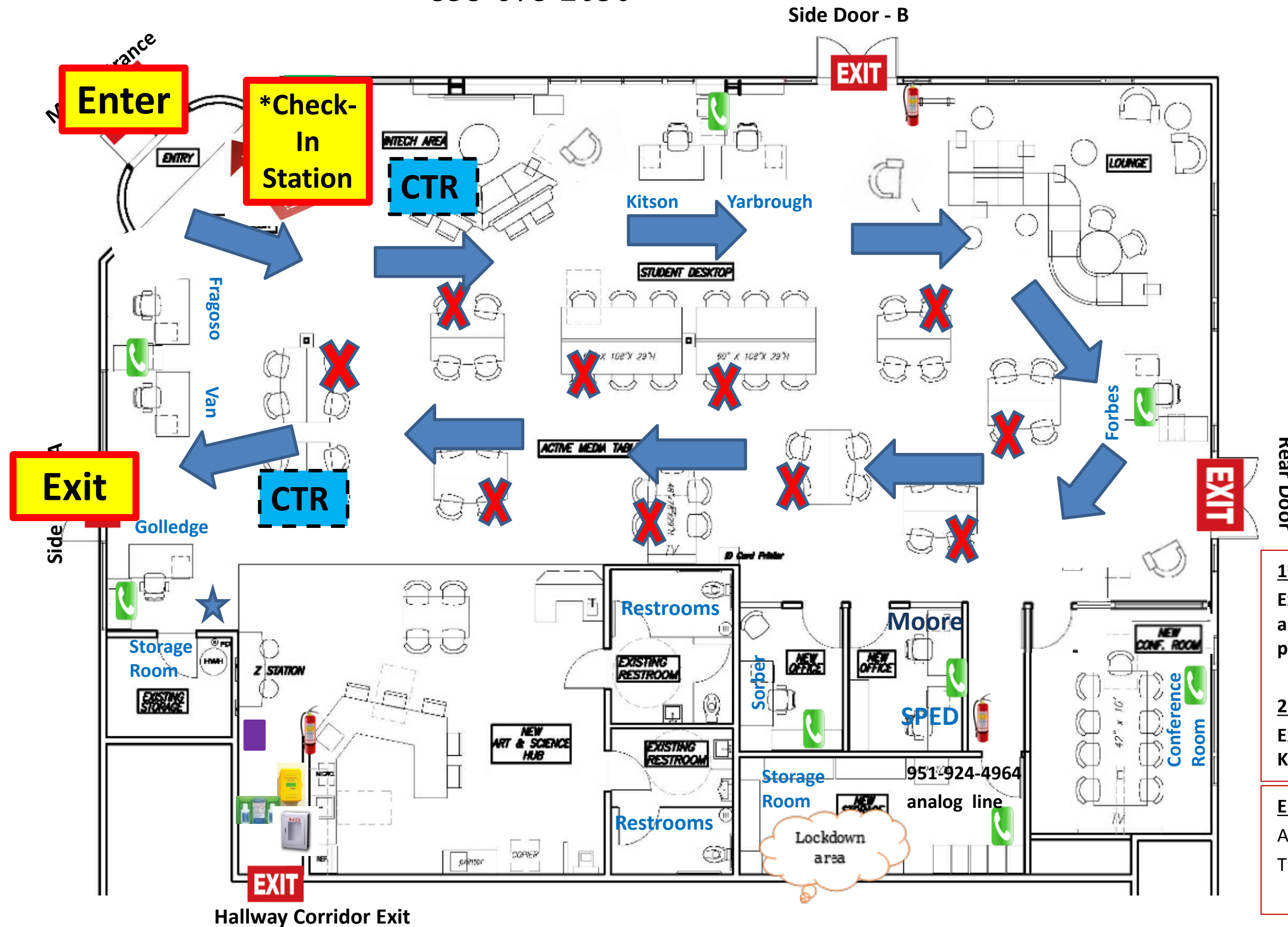
Emergency Contacts
Angela Neri : 619-757-0028
Tiffany Yandell: 619-788-3491

Sign-In Binders at Teacher
Desks



Audeo Charter School
Moreno Valley Resource Center
27130 Eucalyptus Avenue, Suite A
Moreno Valley, CA 92555
858-678-2050

Max Capacity:
10 Students
6 Staff Members

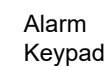


-  Fire Life Safety System
-  Epi-Pens
-  Fire Extinguisher
-  First Aid Supplies
-  Circuit Panel
-  Eye Wash Kit
-  Alarm Keypad
-  AED
-  Lockdown area

1st Emergency Meeting Area
Exit Side Door – B and Rear Door and meet in parking lot next to planter and benches

2nd Emergency Meeting Area
Exit nearest door, head north to Kohl's Department Store.

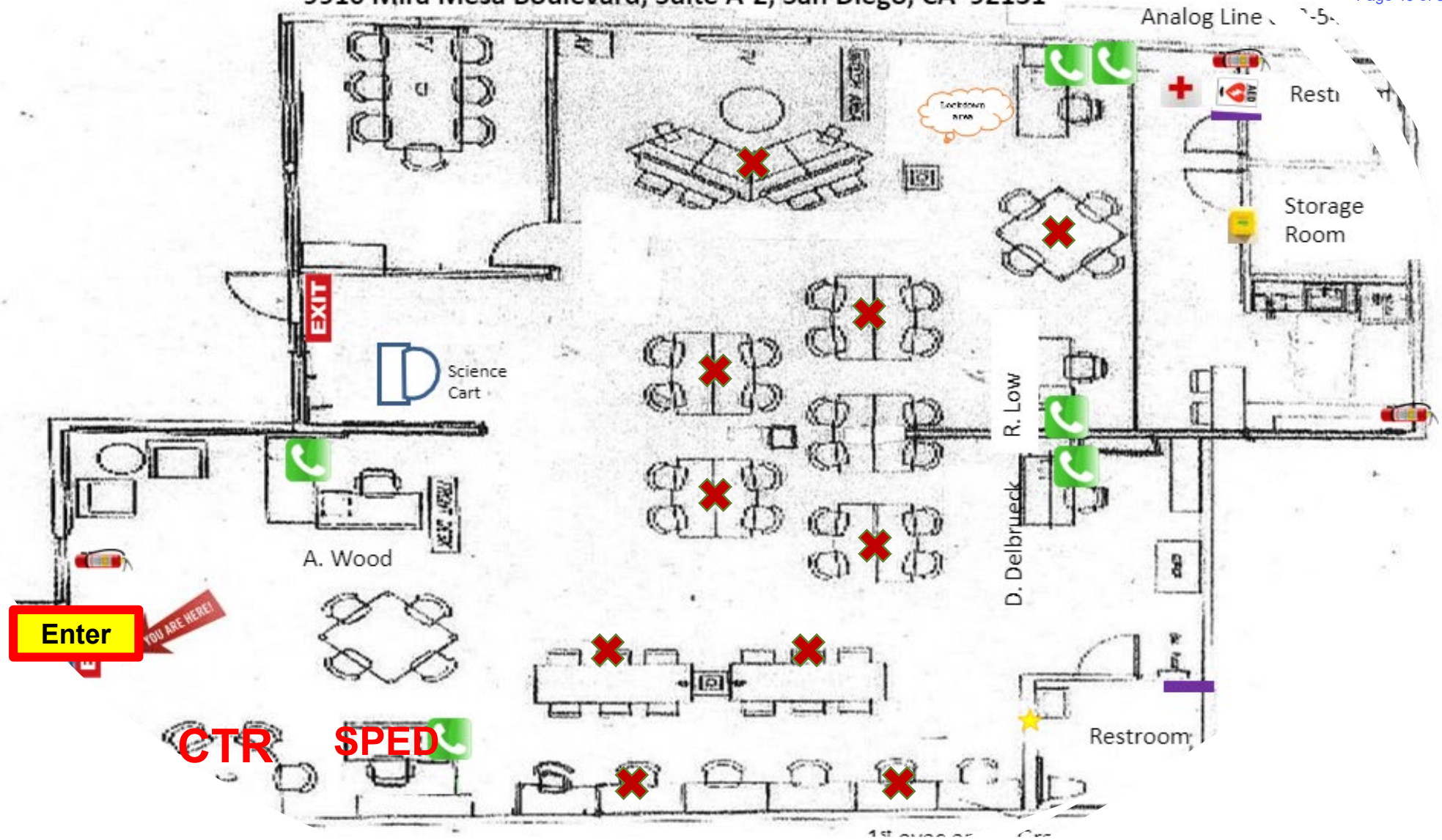
Emergency Contacts
Angela : 619-757-0028
Tiffany: 619-788-3491



Student Capacity: 9 Staff Capacity: 7

CSSD Scripps Ranch Resource Center
9910 Mira Mesa Boulevard, Suite A-2, San Diego, CA 92131









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Student Capacity: 10 Staff Capacity: 6

Clairemont Resource Center - Emergency Exit Plan
 4340 Genesee Avenue, Suite 109, San Diego, CA 92117

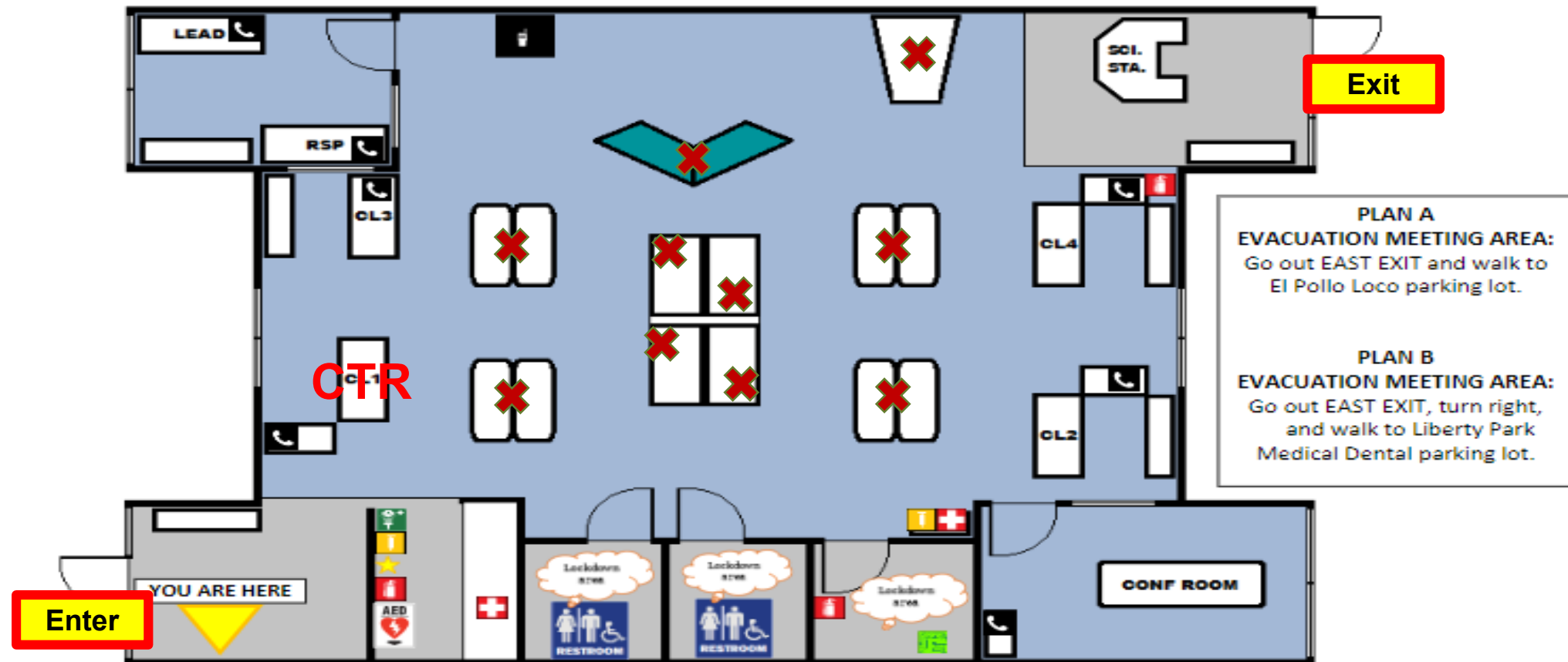
KEY

	First Aid / Emergency Supplies		Restrooms
	Fire Extinguisher		Eye Wash Station
	EpiPen		Exits
	Phone Line		AED

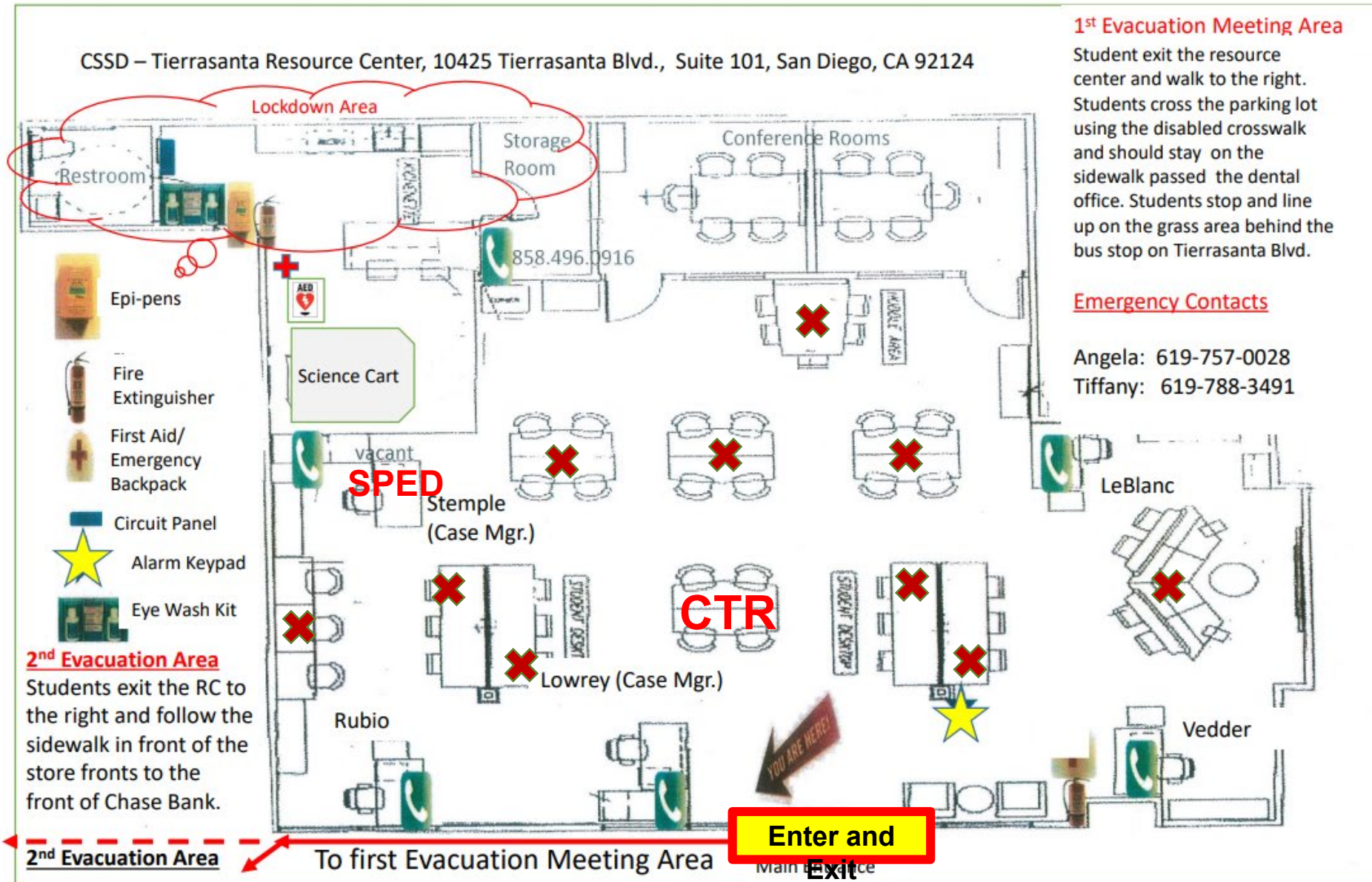
CONTACTS

CLAIREMONT RESOURCE CENTER: (858) 203-4620

Tiffany.....Off. (858) 678-2041.....c/ (619) 778-3491
 Angela.....Off. (858) 678-2045.....c/ (619) 757-0028

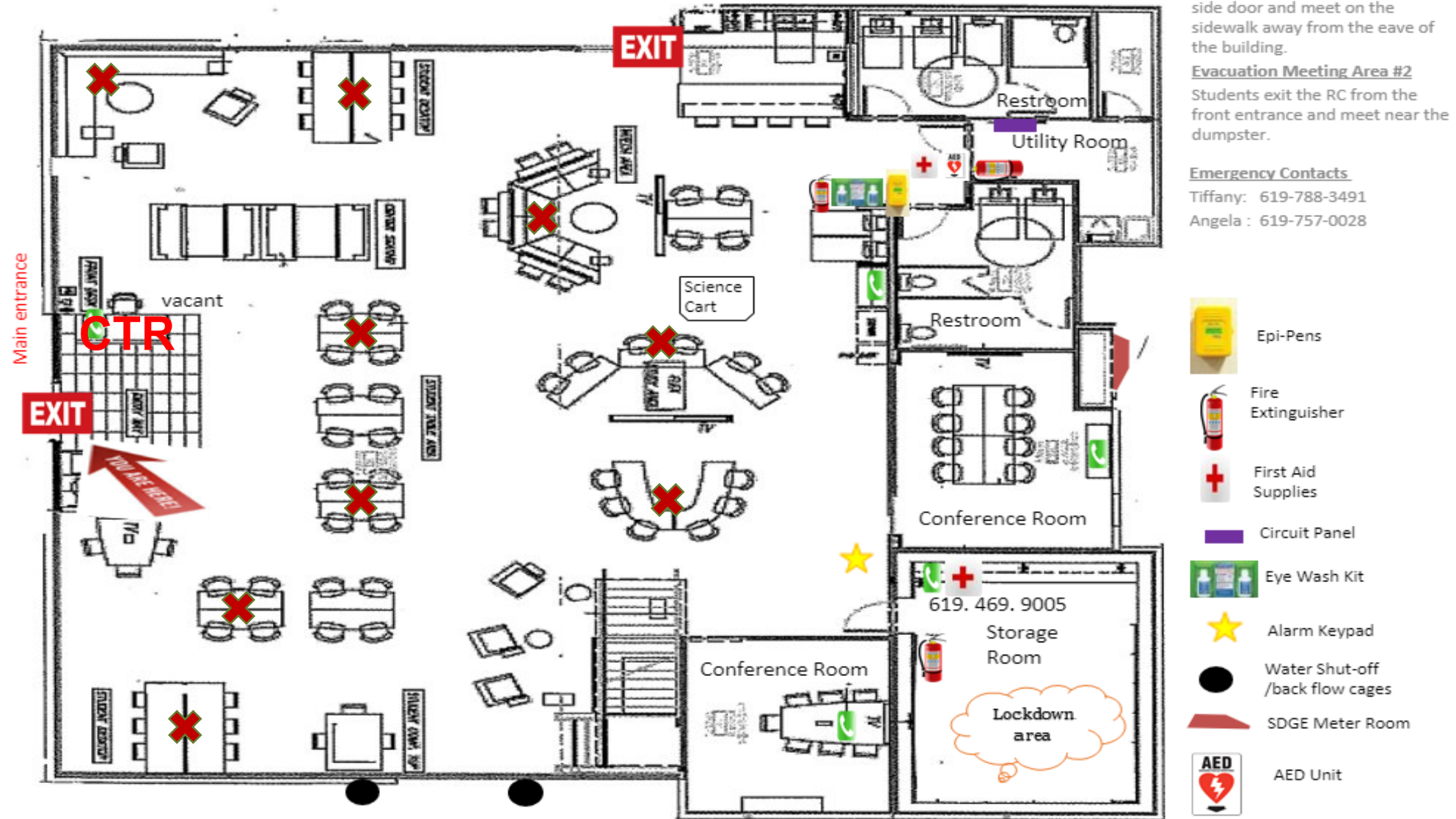
PLAN A

Student Capacity: 10 Staff Capacity: 6



Student Capacity: 10 Staff Capacity: 6

CSSD – Lake Murray Resource Center • 8776 Lake Murray Boulevard, San Diego, CA 92119



Evacuation Meeting Area #1

Students exit the RC from the side door and meet on the sidewalk away from the eave of the building.

Evacuation Meeting Area #2

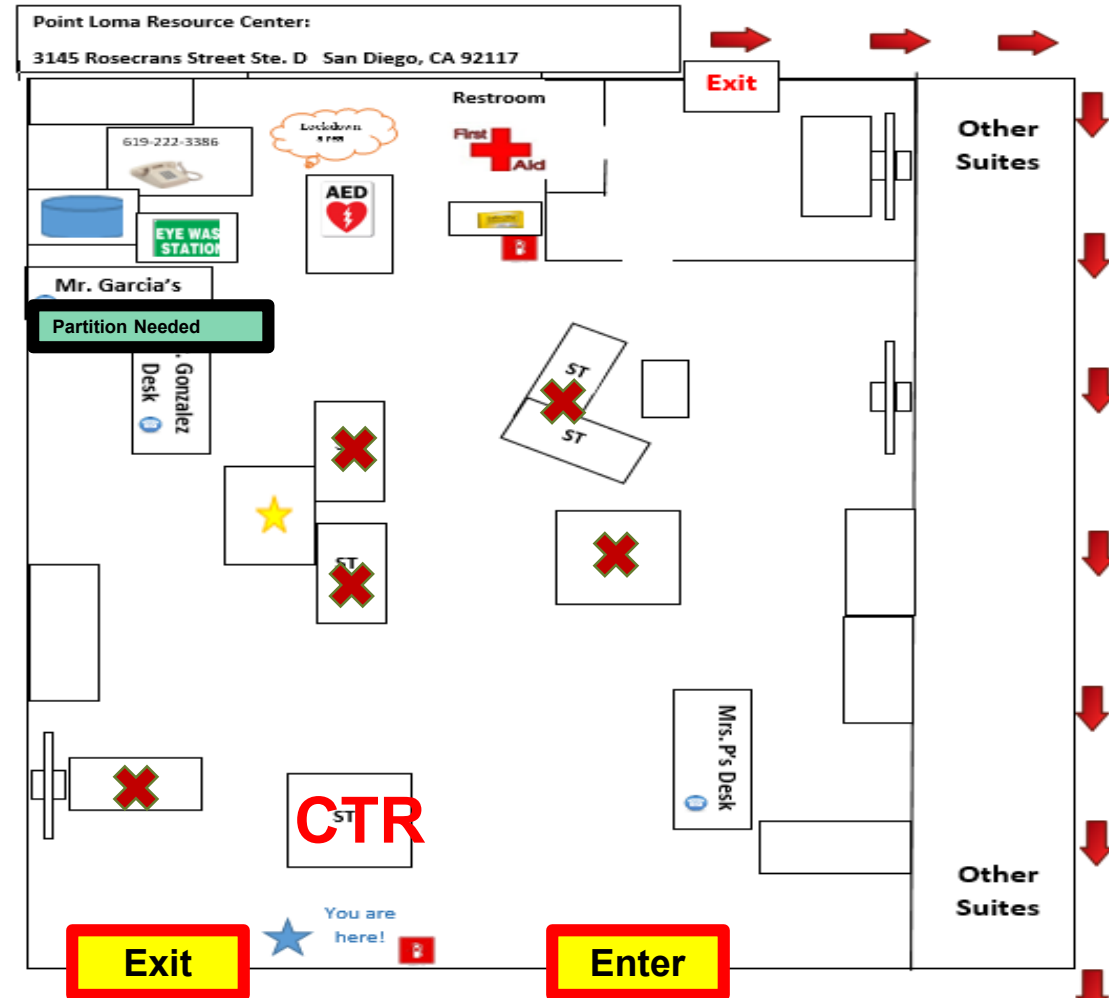
Students exit the RC from the front entrance and meet near the dumpster.

Emergency Contacts

Tiffany: 619-788-3491

Angela : 619-757-0028

Student Capacity: 9 Staff Capacity: 7



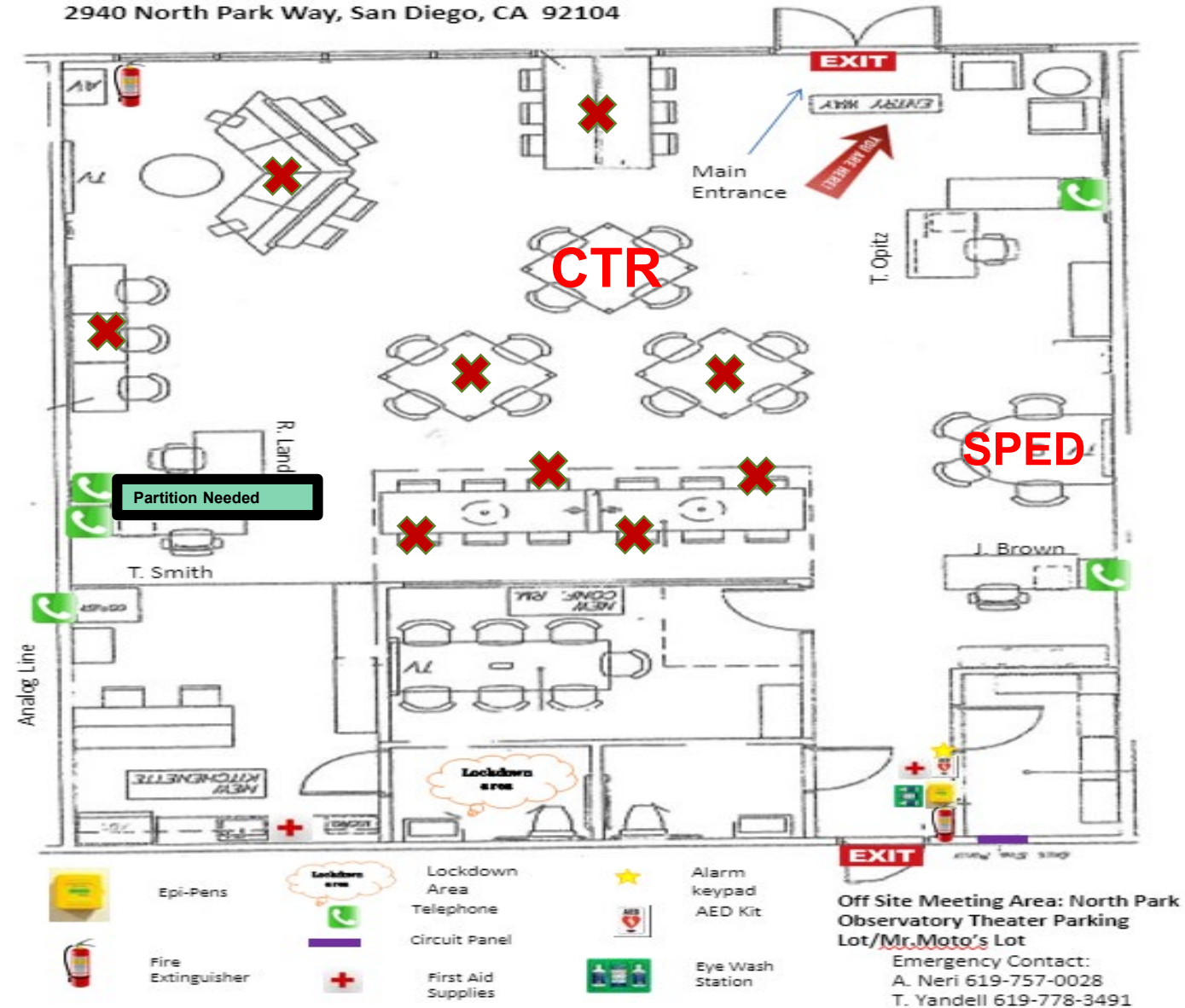
ST=Student Table
CT=Computer Table
= Fire Extinguisher
= Epi Pen = Alarm Pad
= circuit breaker

In case of emergency, call 911.
Non-emergency, please call
Tiffany Yandell: 619-778-3491
or Angela Neri: 619-757-0028

Evacuation Meeting Area
#1: SW Corner of
Bookstar Parking Lot.
Evacuation Meeting Area #2
CVS in Loma Square

Student Capacity: 5 Staff Capacity: 6

CSSD – North Park Resource Center
2940 North Park Way, San Diego, CA 92104



Student Capacity: 9 Staff Capacity: 7

The Charter School of San Diego
College Avenue Resource Center
4585 College Avenue, Suite C
San Diego, CA 92115
858-678-2020



Epi-Pens



Fire
Extinguisher



First Aid
Supplies



Circuit Panel



Eye Wash Kit



Alarm Keypad



AED



Fire Life
Safety Panel

1st Emergency Meeting Area

Exit rear door, walk to lawn

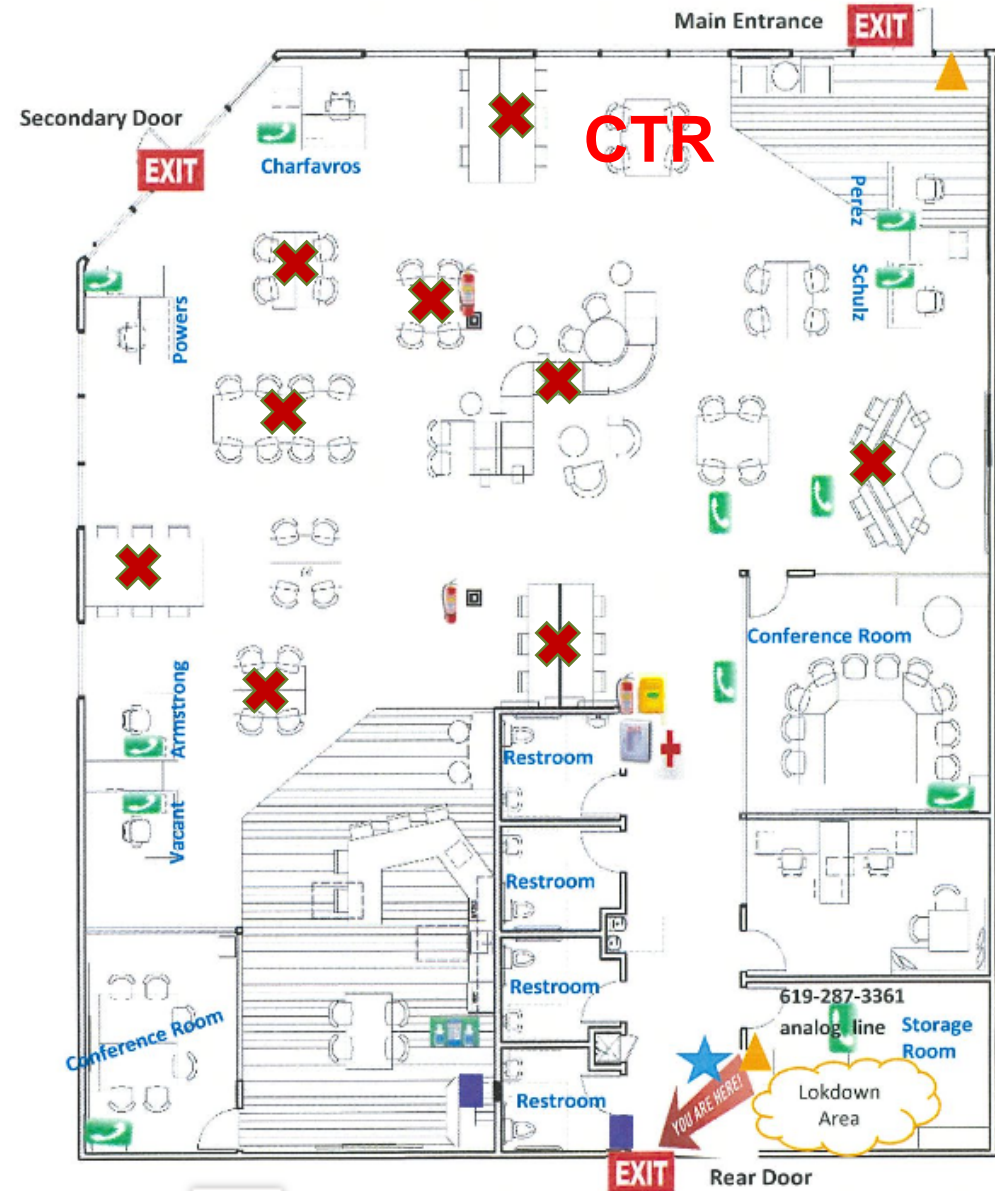
2nd Emergency Meeting Area

Exit main door to the right. Meet
in front of Vons

Emergency Contacts

Angela : 619-757-0028

Tiffany: 619-788-3491



Student Max Capacity: 9 Staff Capacity: 7

**The Charter School of San Diego
Petco Resource Center
1091 K Street, Suite A101
San Diego, CA 92101
858-678-2020**



Epi-Pens

Fire
ExtinguisherFirst Aid
Supplies

Circuit Panel



Eye Wash Kit



Alarm Keypad

1st Emergency Meeting Area

Exit front door, cross street at
corner of 10th and K street. Meet
in front of Gated Area of Petco
Park.

2nd Emergency Meeting Area

Exit front door, veer to your
right and go to 10th and J street,
meet at Gated area of Park at
the Park.

Emergency Contacts

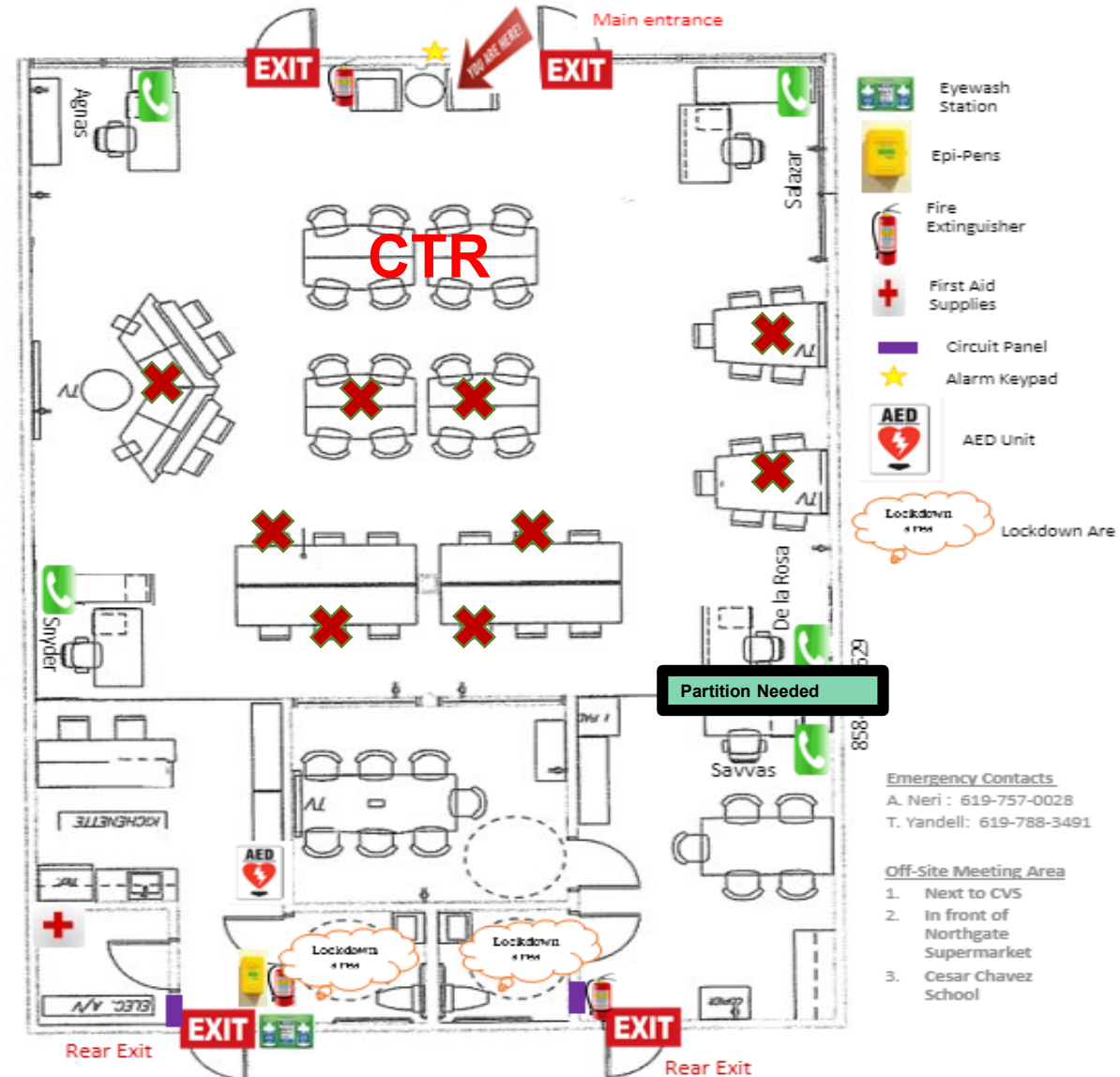
Angela : 619-757-0028

Tiffany: 619-788-3491

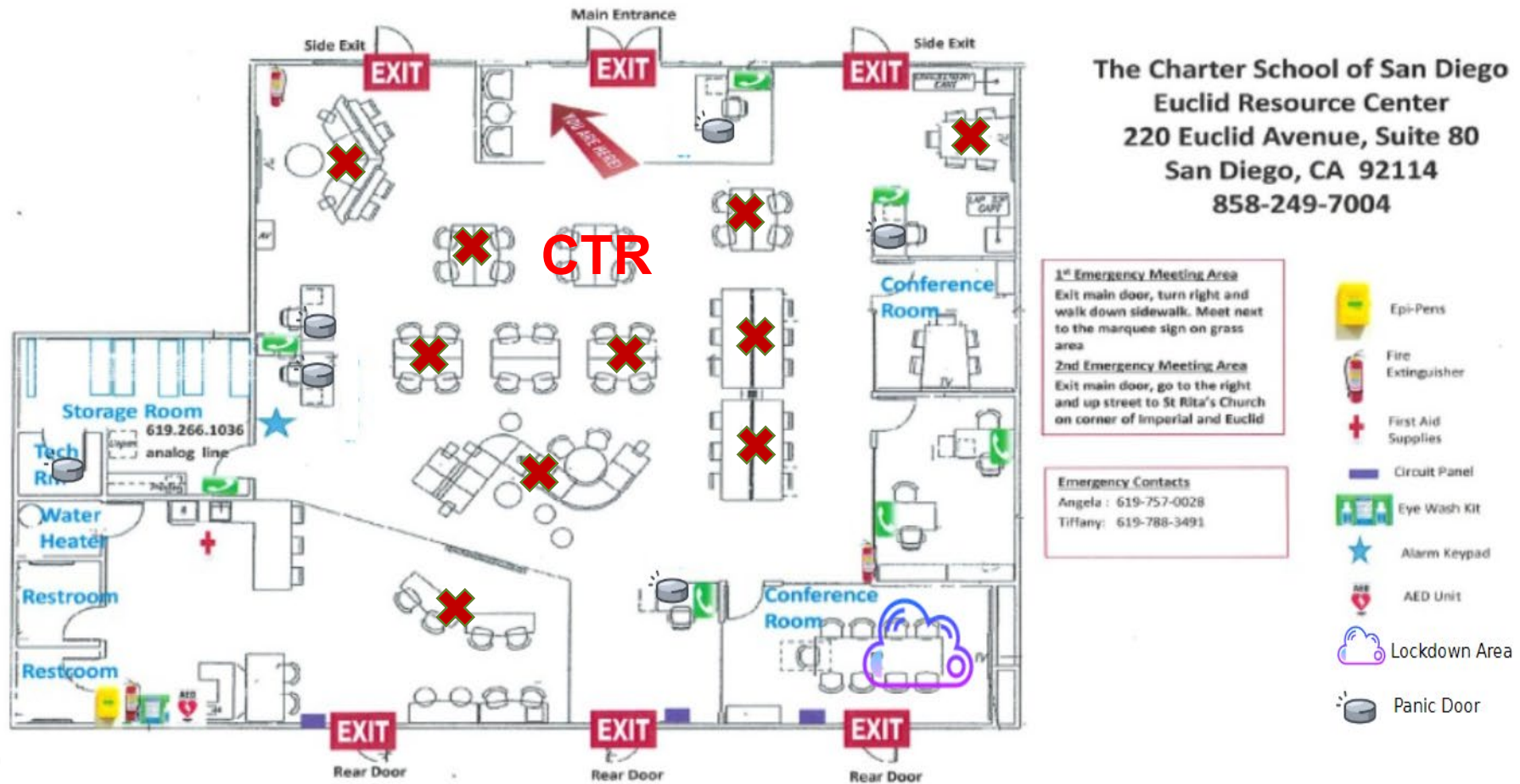


Student Max Capacity: 9 Staff Capacity: 7

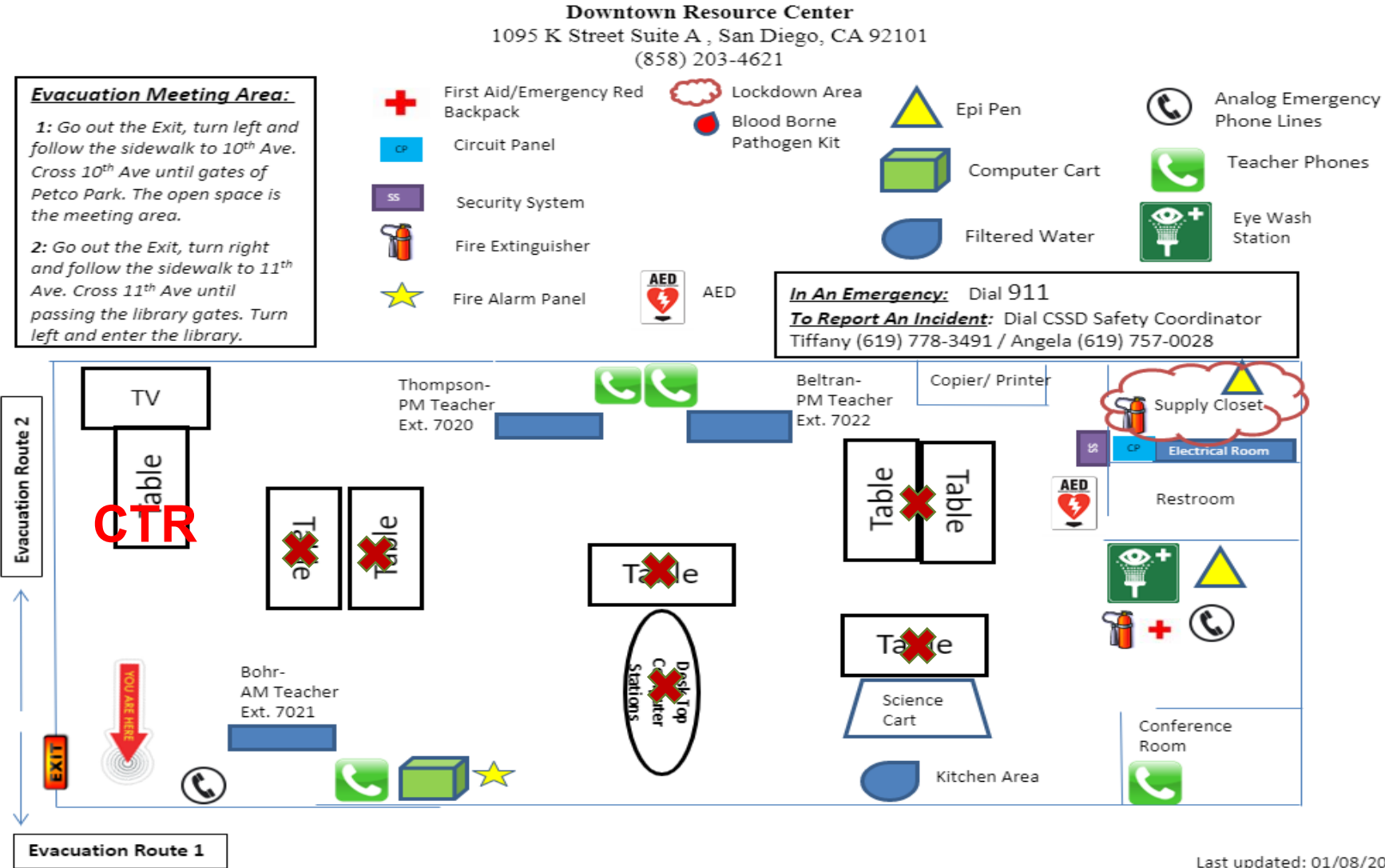
CSSD - Northgate RC • 4125 Alpha Street • Suite C • San Diego, • 92113



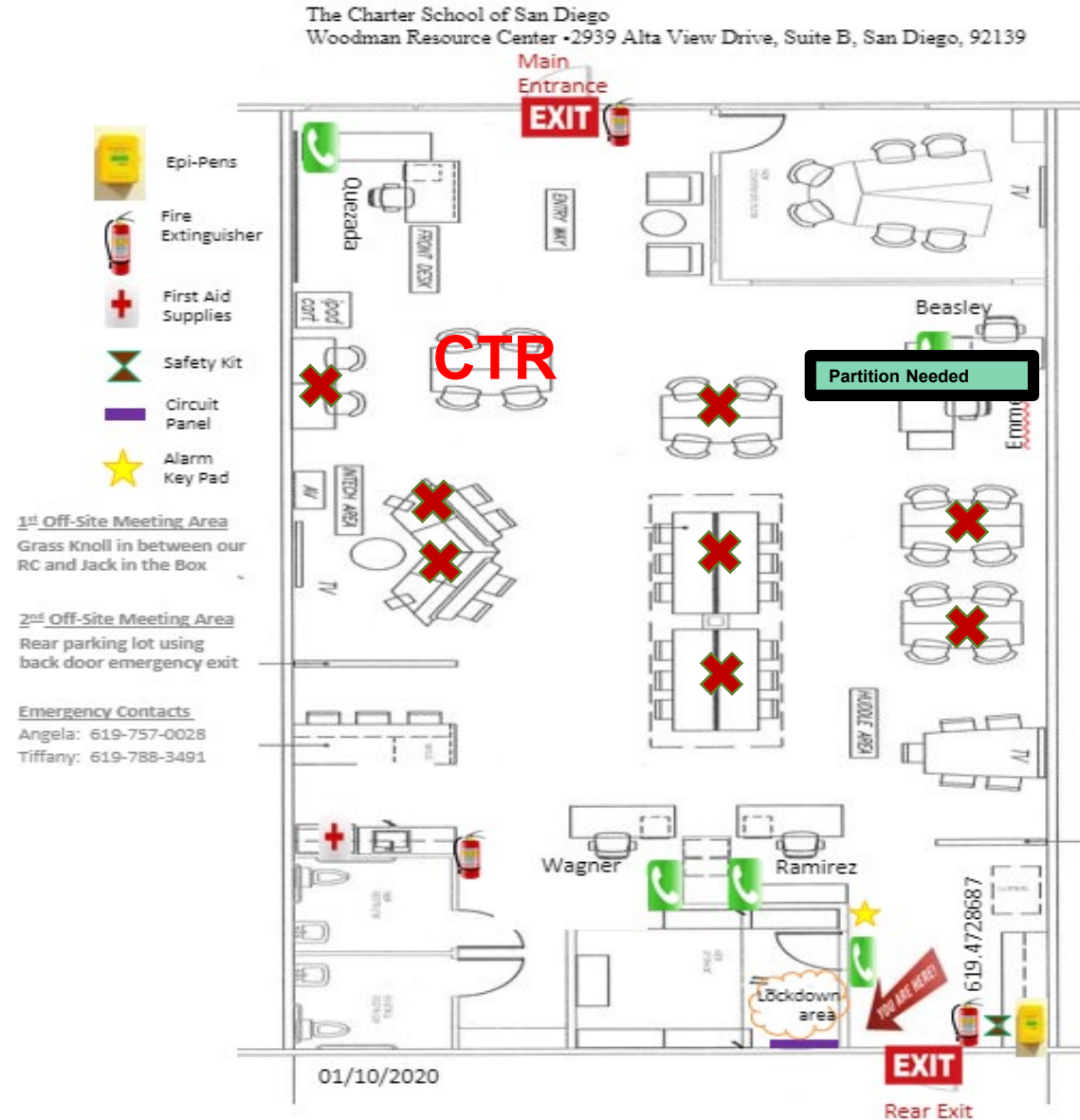
Student Max Capacity: 9 Staff Max Capacity: 7



Student Max Capacity: 10 Staff Max Capacity: 6



Student Max Capacity: 6 Staff Capacity: 5



Student Max Capacity: 8 Staff Max Capacity: 8



STUDENT SUCCESS PROGRAMS

RESOLUTION OF THE BOARD OF DIRECTORS

California School Finance Authority Revenue Notes (ASAP Program)

WHEREAS, Student Success Programs (the “Borrower”) is a California nonprofit public benefit corporation organized for charitable purposes and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986 (the “Code”) that operates the public charter schools known as Audeo Charter and Charter School of San Diego (each, a “School”);

WHEREAS, the Schools provide educational services to students and incur expenses therefor in advance of receiving payment for such services from the State of California, as a result of which the Borrower requires a working capital financing to support the Schools' operations;

WHEREAS, pursuant to the State of California’s 2020-21 Budget Act, in order to relieve State budget constraints, certain principal apportionments expected to be received by the Borrower in February 2021 through June 2021 are being deferred (the “Deferred Apportionments”) and will be paid instead in the following fiscal year;

WHEREAS, the Deferred Apportionments pose a challenge for the Borrower to finance its operations consistent with the needs of the Schools;

WHEREAS, in order to finance such operations, the Borrower proposes to approve its participation in the issuance by the California School Finance Authority (the “Authority”) of its Revenue Notes and the loan of a portion of the proceeds thereof to the Borrower as described herein (collectively, the “ASAP Program”);

WHEREAS, the Borrower proposes to borrow certain proceeds of one or more subseries of the Authority’s Revenue Notes (ASAP Program) Series 2021 (Federally Taxable) (collectively, the “Notes”) issued pursuant to an indenture, dated as of March 1, 2021 (the “Indenture”) between the Authority and U.S. Bank National Association, as trustee (the “Trustee”);

WHEREAS, the Notes will be issued pursuant to the Indenture in accordance with the requirements of that certain Note Purchase Agreement, to be dated the pricing date of the Notes (the “Purchase Agreement”), among the Authority, the Treasurer of the State of California, as agent for sale on behalf of the Authority, and RBC Capital Markets, LLC and Citigroup Global Markets Inc. (together, the “Underwriters”), which will be accepted by the Borrower pursuant to a purchase confirmation (the “Purchase Confirmation”);

WHEREAS, by execution of the Purchase Confirmation, the Borrower will designate the Authority to agree to the final pricing of the Notes of each subseries of the Notes secured by a portion of the Borrower Loan, on the Borrower’s behalf, such rates to be included as agreed in the Loan Agreement (each as defined below) and Indenture;

WHEREAS, the Authority proposes to loan a portion of the proceeds of the Notes in an amount not to exceed \$3,250,000 (the “Borrower Loan”) to the Borrower pursuant to one or more loan agreements, one with respect to each subseries of the Notes secured by a portion of the

Borrower, each dated as of March 1, 2021 (collectively, the “Loan Agreement”), by and between the Authority and the Borrower. Each subseries of the Notes secured by a portion of the Borrower Loan, and the interest thereon, and/or any bank obligations securing such amounts, are payable solely out of certain revenues and income received by the Authority or the Trustee pursuant to each respective Loan Agreement;

WHEREAS, the Borrower proposes to use the proceeds of the Borrower Loan (a) to finance working capital for the Borrower, (b) to pay certain expenses incurred in connection with the issuance of the Notes, and (c) to pay certain credit enhancement fees;

WHEREAS, in connection with the issuance of the Notes by the Authority, the Board proposes to engage Montague DeRose and Associates, LLC (“Montague”), as Municipal Advisor to the Borrower;

WHEREAS, the Borrower acknowledges that Montague has been engaged by the Authority and other charter school borrowers of proceeds of the Notes;

WHEREAS, the Borrower proposes that its obligations under the Loan Agreement be payable from its gross revenues and primarily funded by intercepts pursuant to Section 17199.4(a) of the Education Code of the State of California (collectively, the “Intercept”) of portions of each School's state funding as permitted by Section 17199.4(f) of the Education Code of the State of California;

WHEREAS, in connection with the issuance and sale of the Notes, a preliminary official statement and an official statement will be prepared to furnish information with respect to the Notes and the repayment thereof;

WHEREAS, the Board of Directors of the Borrower (the “Board”) finds that the terms of the foregoing transactions described as the ASAP Program (the “Transactions”), under the circumstances, are in the best interests of the Borrower, and are in furtherance of the charitable purposes of the Borrower; and

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby approves the Transactions as set forth herein;

RESOLVED FURTHER, that the Board hereby approves the form of the Loan Agreement, the Intercept (which is attached as an exhibit to the Loan Agreement), and the Purchase Confirmation (the “Transaction Documents”), for execution and delivery, one with respect to each subseries of the Notes, each substantially in the forms presented at this meeting;

RESOLVED FURTHER, that the Board approves, confirms, and ratifies the election or appointment of the following individuals to the offices of the Borrower set forth after their names:

Names	Titles
Mary Searcy Bixby	President and Chief Executive Officer
Rosalina “Lynne” H. Alipio	Chief Business Officer and Treasurer
Angela Neri	Secretary of the Corporation
Timothy Tuter	Executive Director

RESOLVED FURTHER, that the Board appoints the foregoing officers of the Borrower, and each of them individually (each, an “Authorized Signatory”), as authorized signatories of the Borrower for purposes of executing the Transaction Documents and all documents and certificates necessary to effectuate the Transactions or prepared in connection with the Transactions on behalf of the Borrower;

RESOLVED FURTHER, that the Board appoints Montague as Municipal Advisor, to the Borrower for the Transactions;

RESOLVED FURTHER, that the Board authorizes the execution, delivery and performance by the Borrower of the Transaction Documents and all such other documents, instruments and agreements as may be necessary or advisable to facilitate the Borrower’s participation in the ASAP Program, including the execution of a Borrower purchase confirmation required in connection with the Purchase Contract;

RESOLVED FURTHER, that the Authorized Signatories, and each of them individually, are authorized and directed, for and in the name and on behalf of the Borrower, to execute, deliver, approve, and, as appropriate, declare final the Transaction Documents, in such forms as may have been presented to the Board for approval or with such amendments or modifications thereto as an Authorized Signatory may approve as necessary or advisable, and all such other consents, promissory notes, security agreements, account control agreements, intercreditor agreements, assignments, consent agreements, reimbursement agreements, indemnification agreements, guarantees, subordination agreements, notices, certificates, and other documents, agreements, or instruments or amendments to any of the foregoing, as an Authorized Signatory may approve as necessary or advisable to facilitate participation in the ASAP Program, each with such additions, deletions or changes therein as the Authorized Signatory executing the same shall approve (the execution and delivery thereof by any such Authorized Signatory to be conclusive evidence of his or her approval of any such document, agreement, instrument, amendment, addition, deletion or change);

RESOLVED FURTHER, that, pursuant to and to the extent permitted by Section 17199.4(c)(1) of the Education Code of the State of California, the Board hereby elects to participate in the Intercept to secure payment of the amounts due under the Loan Agreement, and the Authorized Signatories, and each of them individually, are authorized and directed, for and in the name and on behalf of the Borrower, to provide notice (each, an “Intercept Notice”) to the State Controller of the State of California of such election of the Board;

RESOLVED FURTHER, that the Borrower ratifies and confirms the acts of its officers, agents or employees taken on behalf of the Borrower in connection with the Transactions;

RESOLVED FURTHER, that by the adoption of this resolution, the Board reconfirms, ratifies and adopts all prior actions of the Board which may have previously been taken in connection with the Transactions;

RESOLVED FURTHER, that all prior resolutions of the Board or any parts thereof in conflict with any or all of the foregoing resolution are repealed to the extent of such conflict;

RESOLVED FURTHER, that this resolution shall take effect and be in full force immediately after its adoption by the Board; and

RESOLVED FURTHER, that the Authorized Signatories, and each of them individually, are authorized and directed, for and in the name and on behalf of the Borrower, to approve, execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of this Resolution and the Transactions contemplated hereby and by the agreements herein approved, and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

RESOLVED FURTHER, that the Borrower hereby approves the execution and delivery of any and all agreements, documents, certificates and instruments referred to herein with electronic signatures as may be permitted under the California Uniform Electronic Transactions Act and digital signatures as may be permitted under Section 16.5 of the Government Code using DocuSign.

Certificate of Secretary

The undersigned certifies that the undersigned is the duly appointed and acting Secretary of Student Success Programs (the "Borrower"), a California nonprofit public benefit corporation, and that the foregoing is a true and correct copy of the Resolution that was duly adopted on February 17, 2021, by the majority vote of the directors of the Borrower then in office at a meeting of the board of directors of the Borrower duly held on such date in compliance with the bylaws of the Borrower, in compliance with the notice, agenda, and open meeting requirements of the Ralph M. Brown Act as currently applicable at the time of this meeting and while a quorum was present.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Borrower this 17th day of February 2021.

Angela Neri, Secretary

STUDENT SUCCESS PROGRAMS

EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

The Board of Directors of Student Success Programs hereby adopts this Educational for Homeless and Youth Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as (“Charter School”). The Governing Board of the Charter School desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term “*homeless children and youth*” means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth 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.

Charter School Liaison

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

Rachel Thomas, Equity and Inclusion Officer
10170 Huennekens Street, San Diego, CA 92121
858-678-4818

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by 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 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 (“IDEA”); any other preschool programs administered by Charter School , if any; and referrals to health care services, dental services, mental health services, 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, Charter School charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School 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 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.

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/>

Enrollment

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student’s school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School’s capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in career and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

Transportation

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the Student's situation, but Charter School does not commit to any one method of transportation for all youth.

Professional Development

All administrators, teachers and employees of Charter School will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison.

High School Graduation Requirements

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

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

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

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

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

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

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

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

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

Acceptance of Course Work

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

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

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

STUDENT SUCCESS PROGRAMS

EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY

Introduction

The Board of Directors of Student Success Programs hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as (“Charter School”). The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (“LCAP”).

Definitions

- “*Foster youth*” means a child who has been removed from their home pursuant to California 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.
- “*Former juvenile court school pupil*” means a pupil who, upon completion of the pupil’s second year of high school, transfers from a juvenile court school to the Charter School.
- “*Child of a military family*” refers to a student who resides in the household of an active duty military member.
- “*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, so 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.
- “*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.
- “*Educational Rights Holder*” (“*ERH*”) means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.

- “*School of origin*” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.
- “*Best interests*” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Within this Policy, foster/juvenile court 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 referred to collectively as “Foster and Mobile Youth.”

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

Rachel Thomas
Equity and Inclusion Officer
rthomas@charterschool-sandiego
(858) 678-4818

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.
2. Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student’s records to the new school within two (2) business days of receiving the new school’s request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the

Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
 - a. An expulsion hearing for a discretionary act under the Charter School's charter.
 - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
 - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Officer or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

The Charter School will work with foster youth and their ERH to ensure that each foster youth 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 students, including, but not 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, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. 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 court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. 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.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise

be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
- b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school¹, a juvenile court school, a charter school, a school in a country

¹ For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools

other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

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

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

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code

operated by the United States Department of Defense.

section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion Officer or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Equity and Inclusion Officer or designee shall:

1. Inform the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Inform the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

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 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 student, 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 student'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.

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.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request.

STUDENT SUCCESS PROGRAMS

EDUCATIONAL EQUITY AND IMMIGRATION STATUS POLICY

The Board of Directors of Student Success Programs hereby adopts this Educational Equity and Immigration Status Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as (“Charter School”). The Charter School recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.

Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School’s sensitive or safe locations unless required by law.

Information about children’s rights to a free education regardless of immigration status or religious beliefs and the Attorney General’s *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

Responding to Hate Crimes and Bullying

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities,

regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

Gathering and Managing Student and Family Information

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.

- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Admissions and Enrollment

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth

- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

Social Security Information:

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced-price meals, if the family meets the income eligibility requirements.

Sharing Student and Family Information

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.

Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

- (a) The signature and date of the parent, guardian, or eligible student providing consent;
- (b) A description of the records to be disclosed;
- (c) The reason for the release of information;
- (d) The parties or class of parties receiving the information; and
- (e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- (a) Notify a designated Charter School official about the information request.
- (b) Provide students and families with appropriate notice and a description of the immigration officer's request.
- (c) Document any verbal or written request for information by immigration authorities.
- (d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

Responding to Immigration Enforcement on Campus

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

- 1. Name, address, and occupation;
- 2. Age, if less than 21;
- 3. Purpose of entering school grounds;
- 4. Proof of identity; and
- 5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Procedures for Responding to On-Campus Immigration Enforcement

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to produce documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
 - a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to any request without first consulting with the Charter School's counsel or other designated agency official
 - b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
 - c. Subpoena for production of documents or other evidence
 - i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically

impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus

9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 - a. List or copy of the officer's credentials and contact information;
 - b. Identity of all school personnel who communicated with the officer;
 - c. Details of the officer's request;
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
 - e. Charter School personnel's response to the officer's request;
 - f. Any further action taken by the agent; and
 - g. Photo or copy of any documents presented by the agent
10. Charter School personnel shall provide a copy of those note, and associated documents collected from the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

Responding to the Detention or Deportation of a Student's Family Member

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates,

passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Family Safety Plan

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

Additional Resources

In the event that a student's family member is detained, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator
 - (<https://locator.ice.gov/odls/homePage.do>)
- (2) Legal Assistance
 - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent

- A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR)
- (3) Consulate or Embassy.
 - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Charter School will also ensure that the attorneys who they refer students to are licensed and in good standing with the State bar of California, by checking online at <http://www.calbar.ca.gov/Attorneys>

STUDENT SUCCESS PROGRAMS

CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICES POLICY

The Governing Board of Student Success Programs hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as (“Charter School”). The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as “private devices”) to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school’s instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student’s individualized education program (“IEP”).

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted

to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

STUDENT SUCCESS PROGRAMS

SECTION 504: POLICY, PROCEDURES, AND PARENT RIGHTS REGARDING IDENTIFICATION, EVALUATION AND EDUCATION

A. SECTION 504 POLICY

The Board of Directors of Student Success Programs hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as (“Charter School”). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, 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 aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 (“IDEA”).

The Charter School’s Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Charter School.
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual

tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment –**

- a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
- b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

- a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

- 1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
- 2. A student may be referred by anyone, including a parent/guardian, teacher, other

school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and

completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

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

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records

- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to Charter School policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Kirsten Ramirez Henderson
 10170 Huennekens Street, San Diego, CA 92121
 (619)-393-2270
 khenderson@altussschools.net

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
- The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
- Mediation by a neutral third party.

- Review of the 504 Plan by the Executive Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
 7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
 8. The parent/guardian and the School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
 9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
 11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.
- F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including 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. Charter School will follow Section 504 and all applicable federal and state laws 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 accordance to

due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. 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, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") 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.

2. 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, Charter School, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 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 504 Plan.

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

- a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If the child has a BIP, review the BIP 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 Charter School agree to a change of placement as part of the modification of the BIP.

If Charter School, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then 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.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who 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, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or 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 Charter School agree otherwise.

4. Special Circumstances

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

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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. § 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. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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 School Coordinator or the Administrator for Instructional Services, 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 the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If 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 2004-eligible children with disabilities, including the right to stay-put.

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

Charter School shall not be deemed to have knowledge of 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.

C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School .
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Charter School to reasonable requests for explanations and

interpretations of your child's records.

12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
 San Francisco Office
 50 United Nations Plaza
 San Francisco, CA 94102
 (415) 486-5555 PHONE
 (415) 486-5570 FAX
 Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson 504 Coordinator, (619) 393-2270 and at 10170 Huennekens Street, San Diego, CA 92121, with any questions regarding the information contained herein.



Participation Report: All Students Month 3: 08/24/2020 - 09/18/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	850	731	71.7%	88.2%	91.1%	90.4%
Totals August/September 2019	670	504	65.6%	75.9%	92.7%	92.2%
Variance:	180	227	6.1%	12.3%	-1.6%	-1.8%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	26	53.4%	69.3%	84.2%	84.7%
SD	KM	KM2		40	22	41.5%	63.1%	79.9%	83.7%
SD	KM	KM3		40	31	56.3%	68.4%	90.1%	88.2%
SD	LJ	LJ1		40	35	64.9%	72.1%	86.3%	84.9%
SD	LJ	LJ2		40	36	76.5%	79.4%	96.3%	94.1%
RV	MR	MR1		40	44	86.8%	94.5%	87.8%	88.6%
RV	MR	MR2		40	41	94.0%	93.1%	94.7%	90.7%
RV	MR	MR3		40	40	88.2%	92.7%	88.2%	87.6%
RV	MR	MR4		40	41	87.5%	91.1%	85.4%	89.2%
RV	MR	MR5		40	40	87.1%	93.8%	87.1%	88.8%
RV	MR	MR6		20	20	88.5%	75.1%	90.9%	89.0%
RV	MR	MR7		40	39	87.5%	89.4%	94.9%	93.2%
SD	MV	MV1		40	28	55.3%	72.7%	88.9%	89.1%
SD	MV	MV2		40	34	74.0%	78.3%	93.7%	86.2%
SD	MV	MV3		40	34	60.1%	76.1%	74.0%	79.5%
SD	PB	PB1		40	15	33.5%	72.5%	100.0%	97.9%
SD	PB	PB2		40	39	84.6%	89.9%	96.5%	94.9%
SD	PB	PB3		40	15	28.8%	56.9%	97.0%	95.6%
SD	TSK5-1	TSK5-1		25	27	100.0%	88.0%	100.0%	100.0%
SD	TSK5-2	TSK5-2		25	25	95.5%	79.3%	100.0%	100.0%
SD	TSK5-3	TSK5-3		25	28	88.0%	88.0%	95.2%	95.2%
SD	TSK5-4	TSK5-4		25	22	58.6%	58.6%	94.3%	94.3%
SD	TSK5-5	TSK5-5		25	24	73.9%	73.9%	99.1%	99.1%
SD	TSK5-6	TSK5-6		25	25	93.9%	93.9%	100.0%	100.0%



Participation Report: All Students Month 4: 09/21/2020 - 10/16/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	850	765	81.0%	89.0%	92.2%	90.9%
Totals September/October 2019	670	529	70.1%	74.3%	91.8%	92.1%
Variance:	180	236	10.9%	14.7%	0.4%	-1.2%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	27	53.1%	64.9%	84.2%	84.6%
SD	KM	KM2		40	24	46.8%	58.6%	82.2%	83.4%
SD	KM	KM3		40	32	70.4%	69.0%	90.2%	88.8%
SD	LJ	LJ1		40	33	77.0%	73.4%	94.3%	87.4%
SD	LJ	LJ2		40	36	86.9%	81.4%	96.5%	94.8%
RV	MR	MR1		40	42	98.0%	95.5%	94.5%	90.1%
RV	MR	MR2		40	40	87.3%	91.6%	87.3%	89.8%
RV	MR	MR3		40	41	97.8%	94.1%	95.4%	89.7%
RV	MR	MR4		40	41	91.0%	91.0%	88.8%	89.1%
RV	MR	MR5		40	40	92.5%	93.5%	92.5%	89.8%
RV	MR	MR6		20	20	91.3%	79.5%	94.8%	90.7%
RV	MR	MR7		40	41	86.0%	86.0%	84.1%	84.1%
SD	MV	MV1		40	30	60.9%	69.5%	84.3%	87.9%
SD	MV	MV2		40	34	73.0%	76.9%	87.2%	86.4%
SD	MV	MV3		40	34	65.4%	73.2%	78.2%	79.2%
SD	PB	PB1		40	15	36.3%	62.7%	100.0%	98.2%
SD	PB	PB2		40	36	85.6%	88.7%	95.1%	94.9%
SD	PB	PB3		40	17	39.1%	52.1%	99.4%	96.4%
SD	TSK5	TSK5-1		25	30	116.2%	95.6%	100.0%	100.0%
SD	TSK5	TSK5-2		25	30	115.0%	88.9%	100.0%	100.0%
SD	TSK5	TSK5-3		25	30	112.8%	101.4%	100.0%	98.0%
SD	TSK5	TSK5-4		25	31	111.8%	87.4%	95.1%	94.8%
SD	TSK5	TSK5-5		25	30	113.2%	95.1%	100.0%	99.7%
SD	TSK5	TSK5-6		25	31	117.8%	106.8%	100.0%	100.0%



Participation Report: All Students Month 5: 10/19/2020 - 11/13/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	850	777	81.7%	87.3%	90.8%	90.9%
Totals October/November 2019	670	538	70.5%	73.5%	90.6%	91.8%
Variance:	180	239	11.2%	13.8%	0.2%	-0.9%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	29	60.0%	63.9%	84.3%	84.5%
SD	KM	KM2		40	27	55.3%	58.0%	84.3%	83.6%
SD	KM	KM3		40	31	67.9%	68.7%	88.2%	88.7%
SD	LJ	LJ1		40	33	75.1%	73.8%	91.1%	88.1%
SD	LJ	LJ2		40	36	81.7%	81.5%	90.8%	93.9%
RV	MR	MR1		40	41	93.4%	95.1%	92.2%	90.6%
RV	MR	MR2		40	40	87.4%	90.7%	88.5%	89.5%
RV	MR	MR3		40	42	93.3%	93.9%	89.6%	89.7%
RV	MR	MR4		40	38	79.3%	88.7%	87.0%	88.7%
RV	MR	MR5		40	40	86.8%	92.1%	86.8%	89.2%
RV	MR	MR6		20	19	91.1%	81.8%	95.8%	91.9%
RV	MR	MR7		40	41	85.0%	85.5%	84.4%	84.3%
SD	MV	MV1		40	29	61.6%	67.9%	87.2%	87.8%
SD	MV	MV2		40	35	76.2%	76.7%	87.2%	86.6%
SD	MV	MV3		40	33	62.9%	71.1%	76.2%	78.6%
SD	PB	PB1		40	19	43.4%	58.8%	97.3%	98.1%
SD	PB	PB2		40	36	85.7%	88.1%	95.2%	95.0%
SD	PB	PB3		40	24	48.6%	51.3%	96.1%	96.3%
SD	TSK5	TSK5-1		25	31	121.7%	100.9%	100.0%	100.0%
SD	TSK5	TSK5-2		25	31	124.0%	96.1%	100.0%	100.0%
SD	TSK5	TSK5-3		25	31	118.3%	107.1%	95.6%	97.1%
SD	TSK5	TSK5-4		25	31	118.9%	98.1%	95.9%	95.3%
SD	TSK5	TSK5-5		25	29	112.4%	101.0%	100.0%	99.8%
SD	TSK5	TSK5-6		25	31	118.7%	110.9%	97.2%	99.0%



Participation Report: All Students Month 6: 11/16/2020 - 12/11/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	850	767	81.0%	86.4%	90.4%	90.8%
Totals November/December 2019	670	560	75.7%	73.9%	92.7%	92.0%
Variance:	180	207	5.3%	12.5%	-2.3%	-1.2%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	28	58.8%	63.2%	84.0%	84.5%
SD	KM	KM2		40	27	56.2%	57.7%	84.7%	83.7%
SD	KM	KM3		40	31	67.5%	68.6%	87.1%	88.4%
SD	LJ	LJ1		40	32	73.2%	73.7%	91.5%	88.6%
SD	LJ	LJ2		40	36	78.3%	81.0%	87.0%	92.9%
RV	MR	MR1		40	40	93.0%	94.8%	93.0%	90.9%
RV	MR	MR2		40	40	90.2%	90.6%	91.1%	89.8%
RV	MR	MR3		40	41	90.5%	93.4%	88.3%	89.5%
RV	MR	MR4		40	41	89.3%	88.8%	88.6%	88.7%
RV	MR	MR5		40	42	93.2%	92.3%	92.5%	89.7%
RV	MR	MR6		20	18	78.7%	81.4%	87.4%	91.2%
RV	MR	MR7		40	40	78.5%	83.6%	81.8%	83.6%
SD	MV	MV1		40	28	60.3%	66.8%	86.2%	87.6%
SD	MV	MV2		40	32	68.7%	75.6%	85.8%	86.5%
SD	MV	MV3		40	32	60.0%	69.6%	75.0%	78.2%
SD	PB	PB1		40	19	42.5%	56.5%	89.5%	97.1%
SD	PB	PB2		40	36	81.0%	87.1%	92.0%	94.6%
SD	PB	PB3		40	22	52.7%	51.5%	95.8%	96.2%
SD	TSK5	TSK5-1		25	31	124.0%	104.1%	100.0%	100.0%
SD	TSK5	TSK5-2		25	31	124.0%	100.0%	100.0%	100.0%
SD	TSK5	TSK5-3		25	31	121.9%	110.3%	98.3%	97.4%
SD	TSK5	TSK5-4		25	31	118.9%	102.5%	95.9%	95.4%
SD	TSK5	TSK5-5		25	28	109.6%	102.8%	97.9%	99.3%
SD	TSK5	TSK5-6		25	30	117.9%	112.3%	98.2%	98.8%



Participation Report: All Students Month 7: 12/14/2020 - 01/08/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	850	757	79.7%	85.8%	89.9%	90.7%
Totals December 2019/January 2020	670	564	76.1%	74.2%	91.4%	91.9%
Variance:	180	193	3.6%	11.6%	-1.5%	-1.2%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	KM	KM1		40	28	59.5%	62.9%	85.0%	84.5%
SD	KM	KM2		40	25	52.5%	57.3%	84.0%	83.7%
SD	KM	KM3		40	31	74.5%	69.1%	96.1%	89.1%
SD	LJ	LJ1		40	32	65.5%	73.0%	84.2%	88.2%
SD	LJ	LJ2		40	36	83.8%	81.3%	93.8%	93.0%
RV	MR	MR1		40	41	92.3%	94.6%	90.2%	90.8%
RV	MR	MR2		40	41	88.3%	90.4%	86.9%	89.5%
RV	MR	MR3		40	39	86.8%	92.9%	89.0%	89.4%
RV	MR	MR4		40	41	90.5%	88.9%	88.3%	88.6%
RV	MR	MR5		40	41	92.0%	92.2%	89.8%	89.7%
RV	MR	MR6		20	18	83.0%	81.5%	92.2%	91.3%
RV	MR	MR7		40	38	75.8%	82.3%	79.7%	83.0%
SD	MV	MV1		40	28	55.3%	65.8%	80.7%	87.0%
SD	MV	MV2		40	30	66.3%	74.8%	88.3%	86.6%
SD	MV	MV3		40	32	59.8%	68.7%	74.7%	77.9%
SD	PB	PB1		40	19	44.5%	55.5%	93.7%	96.9%
SD	PB	PB2		40	36	81.8%	86.7%	90.8%	94.3%
SD	PB	PB3		40	22	50.0%	51.4%	90.9%	95.8%
SD	TSK5	TSK5-1		25	31	124.0%	105.8%	100.0%	100.0%
SD	TSK5	TSK5-2		25	28	110.0%	100.8%	100.0%	100.0%
SD	TSK5	TSK5-3		25	31	121.2%	111.6%	97.7%	97.4%
SD	TSK5	TSK5-4		25	31	113.2%	103.8%	91.3%	94.9%
SD	TSK5	TSK5-5		25	28	106.0%	103.2%	94.6%	98.7%
SD	TSK5	TSK5-6		25	30	118.0%	113.0%	100.0%	99.0%

Participation Report: All Students
Month 3: 08/24/2020 - 09/18/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,880	1,706	72.5%	80.5%	85.2%	86.7%
Totals August/September 2019	1,800	1,447	68.0%	75.8%	89.9%	91.2%
Variance:	80	259	4.5%	4.7%	-4.7%	-4.6%

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
C	DT	DT1		40	39	82.5%	84.3%	93.8%	93.4%
C	DT	DT2		40	40	75.3%	85.0%	84.9%	85.4%
C	EU	EU1		40	45	91.2%	89.3%	86.0%	87.0%
C	EU	EU2		40	32	66.6%	69.7%	84.8%	84.7%
C	EU	EU3		40	40	81.9%	86.4%	86.2%	85.6%
C	NG	NG1		40	39	82.1%	84.5%	84.3%	84.3%
C	NG	NG2		40	36	81.8%	86.3%	100.0%	96.3%
C	NG	NG3		40	39	81.5%	90.7%	84.1%	85.8%
C	NG	NG4		40	41	86.2%	87.3%	84.1%	84.3%
C	WM	WM1		40	38	63.8%	81.8%	84.4%	86.0%
C	WM	WM2		40	40	76.5%	83.9%	85.4%	85.2%
C	WM	WM3		40	36	73.8%	77.7%	87.6%	86.0%
C	WM	WM4		40	33	69.7%	80.4%	84.5%	86.1%
C	WM	WM5		40	39	82.1%	77.3%	84.7%	84.9%
Central Totals:				14	560	78.2%	83.5%	86.7%	86.6%

Participation Report: All Students
Month 3: 08/24/2020 - 09/18/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,880	1,706	72.5%	80.5%	85.2%	86.7%
Totals August/September 2019	1,800	1,447	68.0%	75.8%	89.9%	91.2%
Variance:	80	259	4.5%	4.7%	-4.7%	-4.6%

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
E	CL	CL1		40	43	84.1%	88.3%	84.1%	84.7%
E	CL	CL2		40	34	69.6%	83.7%	93.7%	95.8%
E	CL	CL4		40	38	76.3%	85.0%	88.6%	87.6%
E	LKM	LKM1		40	37	79.6%	83.4%	87.1%	89.9%
E	LKM	LKM2		40	38	79.4%	83.5%	86.7%	84.8%
E	LKM	LKM3		40	36	66.9%	71.2%	77.0%	80.3%
E	LKM	LKM4		40	23	44.1%	62.3%	83.8%	86.9%
E	LKM	LKM5		40	36	74.1%	85.2%	84.0%	84.6%
E	MM	MM1		40	24	48.1%	63.0%	86.7%	89.6%
E	MM	MM2		40	29	62.4%	73.1%	87.6%	89.0%
E	MM	MM3		40	37	82.9%	92.0%	91.3%	92.8%
E	MM	MM4		40	31	60.9%	74.0%	84.5%	85.0%
E	SR	SR1		40	36	73.1%	83.1%	88.3%	89.4%
E	SR	SR2		40	37	71.9%	81.7%	84.7%	85.5%
E	SR	SR3		40	40	82.2%	80.1%	84.7%	80.3%
E	SR	SR4		40	21	39.4%	74.4%	87.3%	91.5%
E	TS	TS1		40	36	73.7%	80.7%	85.2%	84.9%
E	TS	TS2		40	33	65.6%	79.5%	85.3%	85.2%
E	TS	TS3		40	27	46.6%	69.5%	88.5%	89.6%
East Totals:				19	760	636	67.4%	78.7%	86.2%
								88.1%	

Participation Report: All Students
Month 3: 08/24/2020 - 09/18/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,880	1,706	72.5%	80.5%	85.2%	86.7%
Totals August/September 2019	1,800	1,447	68.0%	75.8%	89.9%	91.2%
Variance:	80	259	4.5%	4.7%	-4.7%	-4.6%

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
W	CO	CO1		40	42	88.7%	87.3%	84.5%	85.5%
W	CO	CO2		40	38	58.7%	68.6%	62.5%	71.8%
W	CO	CO3		40	40	77.2%	82.5%	84.3%	84.1%
W	CO	CO4		40	41	66.9%	71.9%	70.0%	67.6%
W	CO	CO5		40	38	77.6%	80.1%	90.6%	94.1%
W	NP	NP1		40	39	77.5%	82.4%	83.9%	83.7%
W	NP	NP2		40	42	86.9%	89.3%	85.7%	86.2%
W	NP	NP3		40	43	92.5%	93.4%	86.5%	85.5%
W	PC	PC1		40	35	67.9%	83.8%	80.3%	89.1%
W	PC	PC2		40	33	62.4%	78.0%	84.0%	86.8%
W	PC	PC3		40	38	80.1%	85.0%	86.0%	88.4%
W	PL	PL1		40	39	81.5%	83.3%	86.2%	85.4%
W	PL	PL2		40	44	92.6%	90.1%	86.9%	85.9%
W	PL	PL3		40	21	22.6%	58.9%	87.0%	91.2%
West Totals:				14	560	73.8%	80.3%	82.5%	84.9%

Participation Report: All Students
Month 4: 09/21/2020 - 10/16/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,920	1,733	76.8%	80.7%	86.7%	86.7%
Totals September/October 2019	1,760	1,504	74.4%	75.3%	90.1%	91.0%
Variance:	160	229	2.4%	5.4%	-3.5%	-4.3%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
C	DT	DT1		40	37	87.0%	85.0%	94.1%	93.6%
C	DT	DT2		40	38	80.3%	83.7%	84.7%	85.2%
C	EU	EU1		40	42	89.8%	89.4%	85.5%	86.6%
C	EU	EU2		40	33	70.8%	70.0%	86.3%	85.1%
C	EU	EU3		40	39	80.6%	84.9%	84.2%	85.2%
C	NG	NG1		40	40	83.1%	84.2%	84.3%	84.3%
C	NG	NG2		40	37	87.1%	86.6%	97.9%	96.7%
C	NG	NG3		40	40	84.1%	89.0%	84.3%	85.4%
C	NG	NG4		40	40	83.3%	86.2%	84.2%	84.2%
C	WM	WM1		40	34	71.0%	78.9%	87.0%	86.3%
C	WM	WM2		40	34	71.9%	80.6%	84.6%	85.0%
C	WM	WM3		40	35	74.6%	76.9%	85.3%	85.8%
C	WM	WM4		40	35	73.4%	78.5%	85.4%	85.9%
C	WM	WM5		40	38	80.8%	78.2%	85.0%	84.9%
Central Totals:			14	560	522	79.8%	82.5%	86.6%	86.6%

Participation Report: All Students
Month 4: 09/21/2020 - 10/16/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,920	1,733	76.8%	80.7%	86.7%	86.7%
Totals September/October 2019	1,760	1,504	74.4%	75.3%	90.1%	91.0%
Variance:	160	229	2.4%	5.4%	-3.5%	-4.3%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
E	CL	CL1		40	40	84.3%	87.2%	84.3%	84.6%
E	CL	CL2		40	38	86.4%	84.4%	94.5%	95.5%
E	CL	CL4		40	37	77.5%	83.0%	85.0%	87.0%
E	LKM	LKM1		40	38	85.1%	83.9%	91.4%	90.3%
E	LKM	LKM2		40	39	81.3%	82.9%	84.5%	84.8%
E	LKM	LKM3		40	35	67.6%	70.2%	77.3%	79.5%
E	LKM	LKM4		40	33	62.1%	62.3%	85.2%	86.4%
E	LKM	LKM5		40	37	79.6%	83.7%	86.1%	85.0%
E	MM	MM1		40	25	51.6%	59.9%	85.0%	88.5%
E	MM	MM2		40	33	74.5%	73.4%	90.3%	89.4%
E	MM	MM3		40	39	87.6%	90.8%	91.6%	92.5%
E	MM	MM4		40	35	71.4%	73.3%	84.5%	84.8%
E	SR	SR1		40	39	84.0%	83.4%	86.3%	88.6%
E	SR	SR2		40	36	75.6%	80.0%	84.0%	85.2%
E	SR	SR3		40	38	81.1%	80.4%	87.5%	82.1%
E	SR	SR4		40	24	51.9%	68.3%	89.4%	91.1%
E	TS	TS1		40	35	73.8%	78.9%	84.3%	84.7%
E	TS	TS2		40	31	65.4%	75.7%	85.0%	85.1%
E	TS	TS3		40	30	64.0%	68.0%	91.6%	90.1%
East Totals:				19	760	73.9%	77.4%	86.7%	87.7%

Participation Report: All Students
Month 4: 09/21/2020 - 10/16/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,920	1,733	76.8%	80.7%	86.7%	86.7%
Totals September/October 2019	1,760	1,504	74.4%	75.3%	90.1%	91.0%
Variance:	160	229	2.4%	5.4%	-3.5%	-4.3%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
W	CO	CO1		40	41	86.5%	87.1%	84.4%	85.2%
W	CO	CO2		40	36	81.3%	72.0%	90.3%	76.6%
W	CO	CO3		40	38	78.5%	81.4%	84.2%	84.1%
W	CO	CO4		40	39	75.8%	72.9%	78.1%	70.3%
W	CO	CO5		40	36	76.8%	79.2%	86.8%	92.1%
W	NP	NP1		40	37	79.1%	81.5%	86.7%	84.5%
W	NP	NP2		40	42	96.3%	91.2%	91.7%	87.7%
W	NP	NP3		40	43	96.1%	94.1%	89.4%	86.6%
W	NP	NP4		40	3	3.9%	3.9%	100.0%	100.0%
W	PC	PC1		40	37	82.3%	83.4%	91.6%	89.7%
W	PC	PC2		40	39	78.3%	78.0%	81.7%	85.3%
W	PC	PC3		40	39	85.5%	85.2%	87.7%	88.2%
W	PL	PL1		40	40	86.3%	84.1%	86.9%	85.8%
W	PL	PL2		40	46	95.8%	91.6%	85.9%	85.9%
W	PL	PL3		40	33	60.6%	59.4%	89.0%	90.6%
West Totals:			15	600	549	77.5%	83.6%	86.7%	85.3%

Participation Report: All Students
Month 5: 10/19/2020 - 11/13/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,920	1,767	78.0%	81.5%	86.5%	86.6%
Totals October/November 2019	1,780	1,572	75.7%	76.0%	88.3%	90.4%
Variance:	140	195	2.3%	5.5%	-1.8%	-3.8%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
C	DT	DT1		40	40	87.1%	85.5%	89.7%	92.8%
C	DT	DT2		40	39	79.5%	82.8%	84.4%	85.0%
C	EU	EU1		40	42	91.2%	89.8%	86.8%	86.6%
C	EU	EU2		40	33	68.9%	69.8%	84.2%	84.9%
C	EU	EU3		40	37	78.4%	83.5%	84.9%	85.2%
C	NG	NG1		40	40	82.8%	83.9%	84.2%	84.3%
C	NG	NG2		40	38	90.1%	87.3%	95.1%	96.4%
C	NG	NG3		40	40	80.5%	87.2%	84.3%	85.2%
C	NG	NG4		40	40	80.7%	80.7%	84.3%	84.3%
C	WM	WM1		40	31	67.1%	76.5%	86.6%	86.3%
C	WM	WM2		40	35	73.4%	79.2%	84.9%	85.0%
C	WM	WM3		40	36	77.1%	76.9%	87.3%	86.1%
C	WM	WM4		40	36	76.8%	78.2%	86.0%	85.9%
C	WM	WM5		40	36	77.0%	78.0%	85.5%	85.0%
Central Totals:			14	560	523	79.3%	86.8%	86.3%	86.6%

Participation Report: All Students
Month 5: 10/19/2020 - 11/13/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,920	1,767	78.0%	81.5%	86.5%	86.6%
Totals October/November 2019	1,780	1,572	75.7%	76.0%	88.3%	90.4%
Variance:	140	195	2.3%	5.5%	-1.8%	-3.8%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
E	CL	CL1		40	39	81.7%	86.1%	85.1%	84.7%
E	CL	CL2		40	40	93.8%	86.3%	93.8%	95.1%
E	CL	CL4		40	38	77.9%	82.0%	84.5%	86.5%
E	LKM	LKM1		40	36	82.5%	83.6%	91.7%	90.6%
E	LKM	LKM2		40	39	82.0%	82.7%	84.1%	84.6%
E	LKM	LKM3		40	35	70.0%	70.2%	80.0%	79.6%
E	LKM	LKM4		40	33	71.1%	64.1%	86.1%	86.4%
E	LKM	LKM5		40	37	75.4%	82.0%	81.5%	84.3%
E	MM	MM1		40	29	56.1%	59.1%	83.0%	87.4%
E	MM	MM2		40	33	69.6%	72.7%	84.4%	88.3%
E	MM	MM3		40	39	90.4%	90.7%	92.7%	92.5%
E	MM	MM4		40	32	67.4%	72.1%	85.2%	84.9%
E	SR	SR1		40	39	85.0%	83.7%	87.2%	88.3%
E	SR	SR2		40	36	75.8%	79.2%	84.3%	85.0%
E	SR	SR3		40	36	77.5%	79.8%	86.1%	82.9%
E	SR	SR4		40	26	59.2%	66.5%	94.5%	91.7%
E	TS	TS1		40	35	73.7%	77.8%	84.2%	84.6%
E	TS	TS2		40	35	67.0%	73.9%	85.1%	85.1%
E	TS	TS3		40	34	74.1%	69.3%	90.8%	90.2%
East Totals:				19	760	671	75.3%	76.9%	86.5%
								87.5%	

Participation Report: All Students
Month 5: 10/19/2020 - 11/13/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,920	1,767	78.0%	81.5%	86.5%	86.6%
Totals October/November 2019	1,780	1,572	75.7%	76.0%	88.3%	90.4%
Variance:	140	195	2.3%	5.5%	-1.8%	-3.8%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
W	CO	CO1		40	40	84.5%	86.6%	84.5%	85.0%
W	CO	CO2		40	38	83.6%	74.4%	89.7%	79.2%
W	CO	CO3		40	40	81.6%	81.5%	84.4%	84.2%
W	CO	CO4		40	40	73.3%	73.0%	73.9%	71.0%
W	CO	CO5		40	38	79.6%	79.3%	89.4%	91.5%
W	NP	NP1		40	36	79.2%	81.0%	88.0%	85.2%
W	NP	NP2		40	42	96.3%	92.2%	91.7%	88.5%
W	NP	NP3		40	43	98.3%	95.0%	92.6%	87.8%
W	NP	NP4		40	19	22.2%	12.8%	88.0%	89.7%
W	PC	PC1		40	36	77.6%	82.2%	86.3%	89.1%
W	PC	PC2		40	41	80.0%	78.4%	78.1%	83.7%
W	PC	PC3		40	39	85.3%	85.2%	88.3%	88.2%
W	PL	PL1		40	39	85.3%	84.4%	87.4%	86.1%
W	PL	PL2		40	44	96.7%	92.7%	87.9%	86.3%
W	PL	PL3		40	38	82.1%	64.0%	91.8%	90.9%
West Totals:			15	600	573	80.4%	82.9%	86.7%	85.6%

Participation Report: All Students
Month 6: 11/16/2020 - 12/11/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,794	77.6%	82.4%	85.7%	86.5%
Totals November/December 2019	1,800	1,619	78.0%	76.4%	89.2%	90.3%
Variance:	160	175	-0.4%	6.1%	-3.5%	-3.8%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
C	DT	DT1		40	41	91.5%	86.3%	89.9%	92.3%
C	DT	DT2		40	39	84.5%	83.1%	88.0%	85.4%
C	EU	EU1		40	41	87.7%	89.5%	85.5%	86.5%
C	EU	EU2		40	33	70.3%	69.9%	85.3%	85.0%
C	EU	EU3		40	39	81.2%	83.2%	85.9%	85.3%
C	NG	NG1		40	36	75.7%	82.7%	85.0%	84.4%
C	NG	NG2		40	38	80.7%	86.4%	86.7%	95.0%
C	NG	NG3		40	40	81.7%	86.5%	84.6%	85.1%
C	NG	NG4		40	38	80.8%	80.7%	85.1%	84.7%
C	WM	WM1		40	34	70.8%	75.7%	85.5%	86.2%
C	WM	WM2		40	36	75.8%	78.7%	84.3%	84.9%
C	WM	WM3		40	36	80.0%	77.3%	88.9%	86.5%
C	WM	WM4		40	36	77.5%	78.1%	86.1%	86.0%
C	WM	WM5		40	36	75.3%	77.6%	85.3%	85.1%
Central Totals:			14	560	523	79.5%	85.7%	86.2%	86.5%

Participation Report: All Students
Month 6: 11/16/2020 - 12/11/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,794	77.6%	82.4%	85.7%	86.5%
Totals November/December 2019	1,800	1,619	78.0%	76.4%	89.2%	90.3%
Variance:	160	175	-0.4%	6.1%	-3.5%	-3.8%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
E	CL	CL1		40	40	84.0%	85.8%	84.1%	84.6%
E	CL	CL2		40	41	98.5%	88.0%	96.3%	95.3%
E	CL	CL4		40	38	81.3%	81.9%	85.8%	86.4%
E	LKM	LKM1		40	37	82.8%	83.5%	90.4%	90.6%
E	LKM	LKM2		40	41	85.3%	83.1%	84.9%	84.7%
E	LKM	LKM3		40	37	68.8%	70.0%	74.4%	78.8%
E	LKM	LKM4		40	36	79.5%	66.2%	89.8%	86.9%
E	LKM	LKM5		40	40	71.5%	80.6%	73.7%	82.9%
E	MM	MM1		40	30	62.0%	59.5%	83.8%	86.8%
E	MM	MM2		40	32	67.8%	72.0%	84.8%	87.9%
E	MM	MM3		40	37	82.5%	89.6%	89.2%	92.1%
E	MM	MM4		40	33	65.2%	71.1%	84.1%	84.8%
E	SR	SR1		40	39	86.0%	84.0%	88.2%	88.3%
E	SR	SR2		40	34	68.3%	77.7%	80.4%	84.4%
E	SR	SR3		40	34	68.5%	78.2%	80.6%	82.6%
E	SR	SR4		40	29	63.0%	66.0%	87.7%	91.1%
E	TS	TS1		40	35	73.5%	77.2%	84.0%	84.6%
E	TS	TS2		40	36	74.8%	74.0%	85.7%	85.2%
E	TS	TS3		40	34	74.8%	70.0%	90.0%	90.2%
East Totals:				19	760	683	75.7%	76.9%	85.2%
									87.2%

Participation Report: All Students
Month 6: 11/16/2020 - 12/11/2020

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,794	77.6%	82.4%	85.7%	86.5%
Totals November/December 2019	1,800	1,619	78.0%	76.4%	89.2%	90.3%
Variance:	160	175	-0.4%	6.1%	-3.5%	-3.8%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
W	CO	CO1		40	40	86.3%	86.5%	86.3%	85.2%
W	CO	CO2		40	40	82.0%	75.4%	82.1%	79.7%
W	CO	CO3		40	35	73.7%	80.4%	84.2%	84.2%
W	CO	CO4		40	37	57.5%	70.8%	62.2%	69.9%
W	CO	CO5		40	35	83.7%	79.9%	95.6%	92.1%
W	CO	CO6		40	11	17.2%	17.2%	68.7%	68.7%
W	NP	NP1		40	36	77.3%	80.5%	85.9%	85.3%
W	NP	NP2		40	42	91.2%	92.1%	86.8%	88.3%
W	NP	NP3		40	42	97.8%	95.4%	93.2%	88.5%
W	NP	NP4		40	30	55.8%	24.8%	85.5%	87.0%
W	PC	PC1		40	36	81.7%	82.1%	90.7%	89.3%
W	PC	PC2		40	40	85.0%	79.4%	85.0%	83.9%
W	PC	PC3		40	40	88.8%	85.7%	88.8%	88.3%
W	PL	PL1		40	40	90.0%	85.1%	90.3%	86.7%
W	PL	PL2		40	44	95.3%	93.0%	86.7%	86.4%
W	PL	PL3		40	40	88.7%	67.4%	90.2%	90.7%
West Totals:			16	640	588	78.3%	86.8%	86.0%	85.7%

Participation Report: All Students
Month 7: 12/14/2020 - 01/08/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,805	79.0%	82.2%	86.4%	86.5%
Totals December 2019/January 2020	1,800	1,639	79.9%	76.9%	89.1%	90.2%
Variance:	160	166	-0.9%	5.3%	-2.7%	-3.7%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
C	DT	DT1		40	41	92.5%	86.8%	90.2%	92.1%
C	DT	DT2		40	40	85.0%	83.2%	85.9%	85.5%
C	EU	EU1		40	41	90.0%	89.5%	87.8%	86.6%
C	EU	EU2		40	36	73.3%	70.1%	84.9%	85.0%
C	EU	EU3		40	39	79.5%	82.9%	82.0%	85.0%
C	NG	NG1		40	37	77.3%	82.3%	84.4%	84.4%
C	NG	NG2		40	38	86.3%	86.4%	92.2%	94.8%
C	NG	NG3		40	40	84.8%	86.3%	84.8%	85.1%
C	NG	NG4		40	37	80.0%	80.6%	86.5%	85.1%
C	WM	WM1		40	33	72.5%	75.4%	87.9%	86.3%
C	WM	WM2		40	37	81.3%	78.9%	88.1%	85.2%
C	WM	WM3		40	36	80.8%	77.6%	89.7%	86.8%
C	WM	WM4		40	35	75.0%	77.8%	85.7%	85.9%
C	WM	WM5		40	35	74.3%	77.3%	84.9%	85.0%
Central Totals:			14	560	525	80.9%	85.3%	86.8%	86.5%

Participation Report: All Students
Month 7: 12/14/2020 - 01/08/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,805	79.0%	82.2%	86.4%	86.5%
Totals December 2019/January 2020	1,800	1,639	79.9%	76.9%	89.1%	90.2%
Variance:	160	166	-0.9%	5.3%	-2.7%	-3.7%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
E	CL	CL1		40	40	87.0%	85.9%	87.0%	84.8%
E	CL	CL2		40	41	92.5%	88.4%	90.2%	94.8%
E	CL	CL4		40	38	81.8%	81.9%	87.7%	86.5%
E	LKM	LKM1		40	39	82.5%	83.4%	88.5%	90.4%
E	LKM	LKM2		40	41	90.8%	83.7%	88.5%	85.0%
E	LKM	LKM3		40	35	74.0%	70.3%	84.6%	79.3%
E	LKM	LKM4		40	39	81.8%	67.5%	84.1%	86.6%
E	LKM	LKM5		40	40	80.8%	80.6%	80.8%	82.7%
E	MM	MM1		40	30	62.0%	59.7%	84.1%	86.6%
E	MM	MM2		40	32	67.5%	71.6%	84.4%	87.6%
E	MM	MM3		40	37	80.3%	88.8%	86.8%	91.7%
E	MM	MM4		40	33	68.3%	70.9%	84.0%	84.7%
E	SR	SR1		40	39	81.8%	83.8%	83.8%	87.9%
E	SR	SR2		40	34	72.8%	77.2%	85.6%	84.5%
E	SR	SR3		40	34	73.5%	77.8%	86.5%	82.9%
E	SR	SR4		40	29	65.0%	65.9%	89.7%	91.0%
E	TS	TS1		40	36	74.5%	77.0%	84.4%	84.5%
E	TS	TS2		40	38	80.0%	74.5%	85.6%	85.2%
E	TS	TS3		40	33	73.8%	70.4%	89.4%	90.1%
East Totals:				19	760	688	77.4%	77.3%	86.1%
								87.1%	

Participation Report: All Students
Month 7: 12/14/2020 - 01/08/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	1,960	1,805	79.0%	82.2%	86.4%	86.5%
Totals December 2019/January 2020	1,800	1,639	79.9%	76.9%	89.1%	90.2%
Variance:	160	166	-0.9%	5.3%	-2.7%	-3.7%

*Total Served does not include NPS/SWD Follow-Up students

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
W	CO	CO1		40	39	84.3%	86.3%	86.4%	85.3%
W	CO	CO2		40	39	82.5%	76.0%	84.6%	80.1%
W	CO	CO3		40	35	73.8%	79.8%	84.3%	84.2%
W	CO	CO4		40	35	67.3%	70.5%	78.2%	70.5%
W	CO	CO5		40	35	81.0%	80.0%	93.9%	92.2%
W	CO	CO6		40	12	15.3%	16.4%	53.0%	61.9%
W	NP	NP1		40	36	77.8%	80.3%	86.4%	85.4%
W	NP	NP2		40	42	95.0%	92.3%	90.5%	88.5%
W	NP	NP3		40	42	92.0%	95.1%	87.6%	88.4%
W	NP	NP4		40	33	69.5%	31.8%	87.4%	87.1%
W	PC	PC1		40	40	91.0%	82.9%	93.6%	89.7%
W	PC	PC2		40	40	77.5%	79.2%	77.5%	83.3%
W	PC	PC3		40	40	90.0%	86.1%	90.0%	88.5%
W	PL	PL1		40	40	86.3%	85.2%	86.3%	86.7%
W	PL	PL2		40	44	97.0%	93.4%	88.2%	86.5%
W	PL	PL3		40	40	88.5%	69.2%	88.5%	90.5%
West Totals:			16	640	592	79.3%	86.0%	86.3%	85.7%

STUDENT SUCCESS PROGRAMS

DBA – AUDEO CHARTER SCHOOL · THE CHARTER SCHOOL OF SAN DIEGO

(A California Non-Profit Public Benefit Corporation)

Len Hering RADM, USN (ret) – Chairman,

Scott Barton – Member, David Crean – Member, Jane Gawronski – Member, Eric Schweinfurter – Member

SPECIAL BOARD OF DIRECTORS MEETING MINUTES

Monday, November 30, 2020, 1:00 p.m.

Via Video Conference

Access to the live video conference was made available to the meeting

CSSD: <https://charterschool-sandiego.net/board-governance/>

Audeo: <https://www.audeocharterschool.net/board-of-directors/>

1.0 OPEN SESSION

1.1 Call to Order

Hering called the meeting to order at 1:05 p.m.

1.2 Roll Call

Members present at the meeting were Scott Barton, David Crean, Jane Gawronski, Len Hering, Eric Schweinfurter

Also in attendance: Lynne Alipio, William Berry, Mary Bixby, Angela Neri, and Alina Nuno

1.3 Establishment of Quorum

The following directors, constituting a quorum of the board were present at the meeting:
Scott Barton, David Crean, Jane Gawronski, Len Hering and Eric Schweinfurter

1.4 Pledge of Allegiance

Hering led all in the Pledge of Allegiance.

1.5 Approval of Agenda

It was moved by Gawronski and seconded by Crean to Approve the Agenda.
Ayes – 5, Nays – 0, Absent – 0, Motion Approved.

2.0 PUBLIC COMMENT

2.1 Non-agenda Public Comment

There were no comments from the public.

2.2 Agenda Items Public Comment

There were no comments from the public.

3.0 ADMINISTRATIVE ITEMS

- 3.1 Appointment of Len Hering as a Director and Chairman of the Board retroactively to July 1, 2020 for a two-year term as such additional term is essential to the continuity of Board Management and Affairs

It was moved by Schweinfurter and seconded by Crean to Appoint Len Hering as a Director and Chairman of the Board retroactively to July 1, 2020 for a two-year term, as such additional term is essential to the continuity of Board Management and Affairs. It was also noted that pursuant to the SSP Corporation ByLaws and Corporation Code section 5220(b), Len Hering continued

in office after June 30, 2020 as a successor for his seat had not been designated and qualified.

Ayes – 4, Nays – 0, Absent – 0, Abstain - 1, Motion Approved.

Hering recused himself

3.2 Approval of Access to Public Records Policy

It was moved by Barton and seconded by Gawronski to Approve the Access to Public Records Policy.

Ayes – 5, Nays – 0, Absent – 0, Motion Approved.

4.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The President recommends approval of all consent agenda items.

4.1 Consent Action Items for The Audeo Charter School and The Charter School of San Diego for each School

4.1.1 Approval of Meeting Minutes for October 21, 2020 and November 4, 2020

It was moved by Barton and seconded by Crean to Approve Consent Items 4.1.1

Ayes – 5, Nays – 0, Absent – 0, Motion Approved.

5.0 ACTION ITEMS

5.1 Action Items for Audeo Charter School

5.1.1 Approval of Local Control Funding Formula (LCFF) Budget Overview for Parents SY 2020-2021

It was moved by Crean and seconded by Gawronski to Approve the Local Control Funding Formula (LCFF) Budget Overview for Parents SY 2020-2021.

Ayes – 5, Nays – 0, Absent – 0, Motion Approved.

5.2 Action Items for The Charter School of San Diego

5.2.1 Approval of Local Control Funding Formula (LCFF) Budget Overview for Parents SY 2020-2021

It was moved by Gawronski and seconded by Barton to Approve the Local Control Funding Formula (LCFF) Budget Overview for Parents SY 2020-2021.

Ayes – 5, Nays – 0, Absent – 0, Motion Approved.

6.0 BOARD ANNOUNCEMENTS AND COMMENTS

On Tuesday, December 1, the San Diego Unified School District is conducting a public hearing for the renewal charter petition for Audeo Charter School. The Board Meeting will start at 4 p.m.

Similarly, Audeo Valley Charter School new charter petition is on the Board Agenda for Moreno Valley Unified School District on Tuesday, December 1. The Board meeting will start at 5:00 pm.

7.0 ADJOURNMENT

It was moved by Gawronski and seconded by Crean to adjourn the meeting.

Ayes – 5, Nays – 0, Absent – 0, Motion Approved

COMPREHENSIVE SAFETY PLAN

The Charter School of San Diego
Audeo Charter School

SY 2020 - 2021

QUICK GLANCE REFERENCE

NOTIFICATION SYSTEM

FIRE Notification Method is—Series of short beeps followed by verbal instructions

EARTHQUAKE DRILL Notification Method is- Continuous long beep followed by verbal instructions

LOCKDOWN Notification Method is – Lights being turned off, followed by verbal instructions

SHELTER-IN-PLACE Notification Method is – 3 short beeps, 3 long beeps followed by verbal instructions

ALL-CLEAR Notification Method is - Series of long beeps followed by verbal instructions

(NOTIFICATION SYSTEMS VARY AT EACH LOCATION. MINIMUM REQUIREMENTS COVER FIRE, EARTHQUAKE, LOCKDOWN, SHELTER-IN-PLACE, AND ALL-CLEAR TO RETURN)

INCIDENT COMMAND TEAM PERSONNEL – MAJOR ASSIGNMENTS ONLY

Primary (Insert Names)	Position	Alternate (Insert Names)
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Operations Chief	Lynne Alipio
Angela Neri	Planning & Intelligence Chief	Eleanor Pe
Tim Tuter	Logistics Chief	Angela Neri
Lynne Alipio	Finance & Administration Chief	Mary Bixby

(SUBORDINATE ASSIGNMENTS CAN BE FOUND ON SECTION FOUR)

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SECTION FOUR

Emergency Plan Roles and Responsibilities	
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SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any location.

An "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and the Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine if the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

Office/Resource Center Information and Street Map

Location

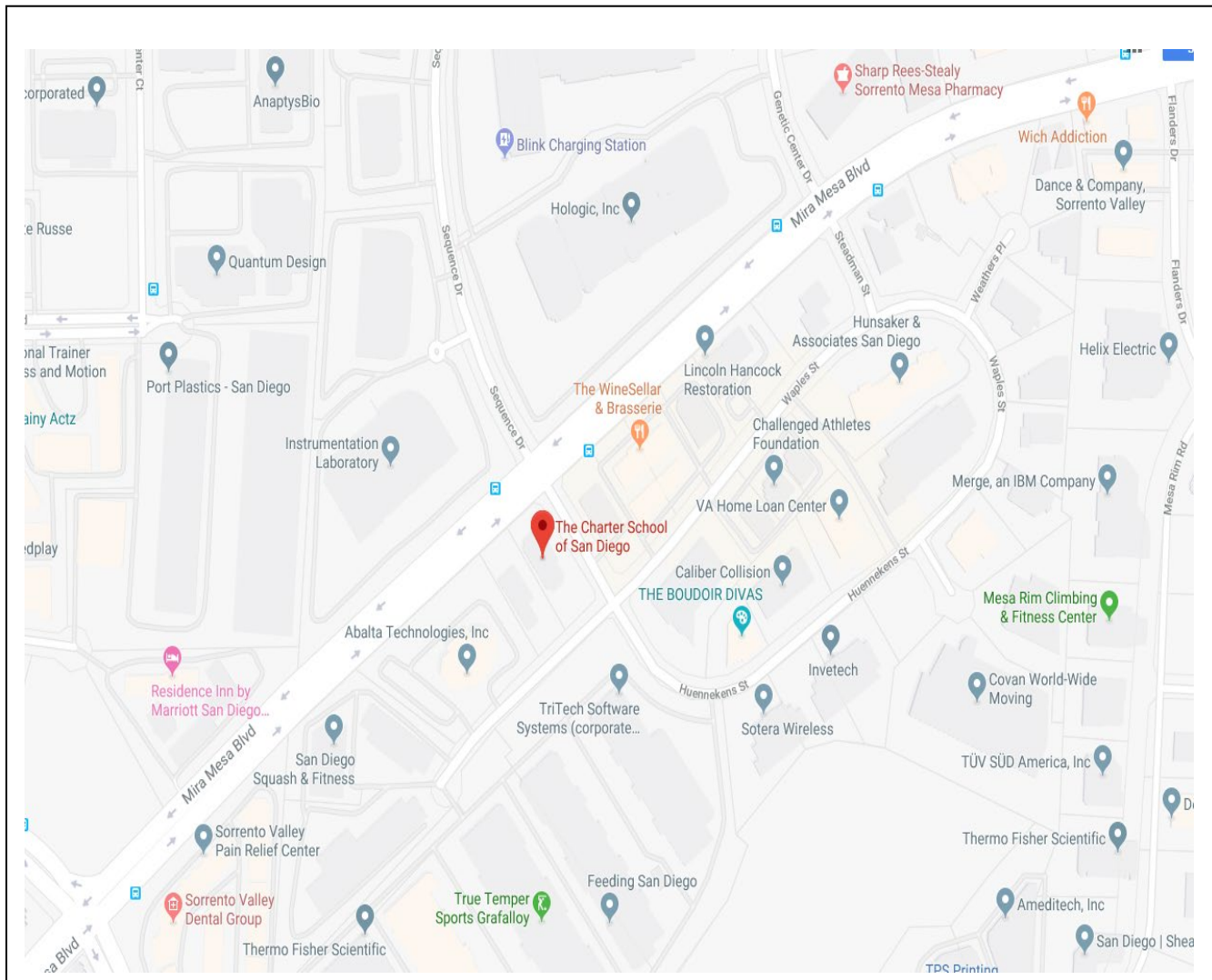
Office Name: **Sorrento Mesa Corporate Office – CSSD**

Office Address: 10170 Huennekens Street, San Diego, CA 92121

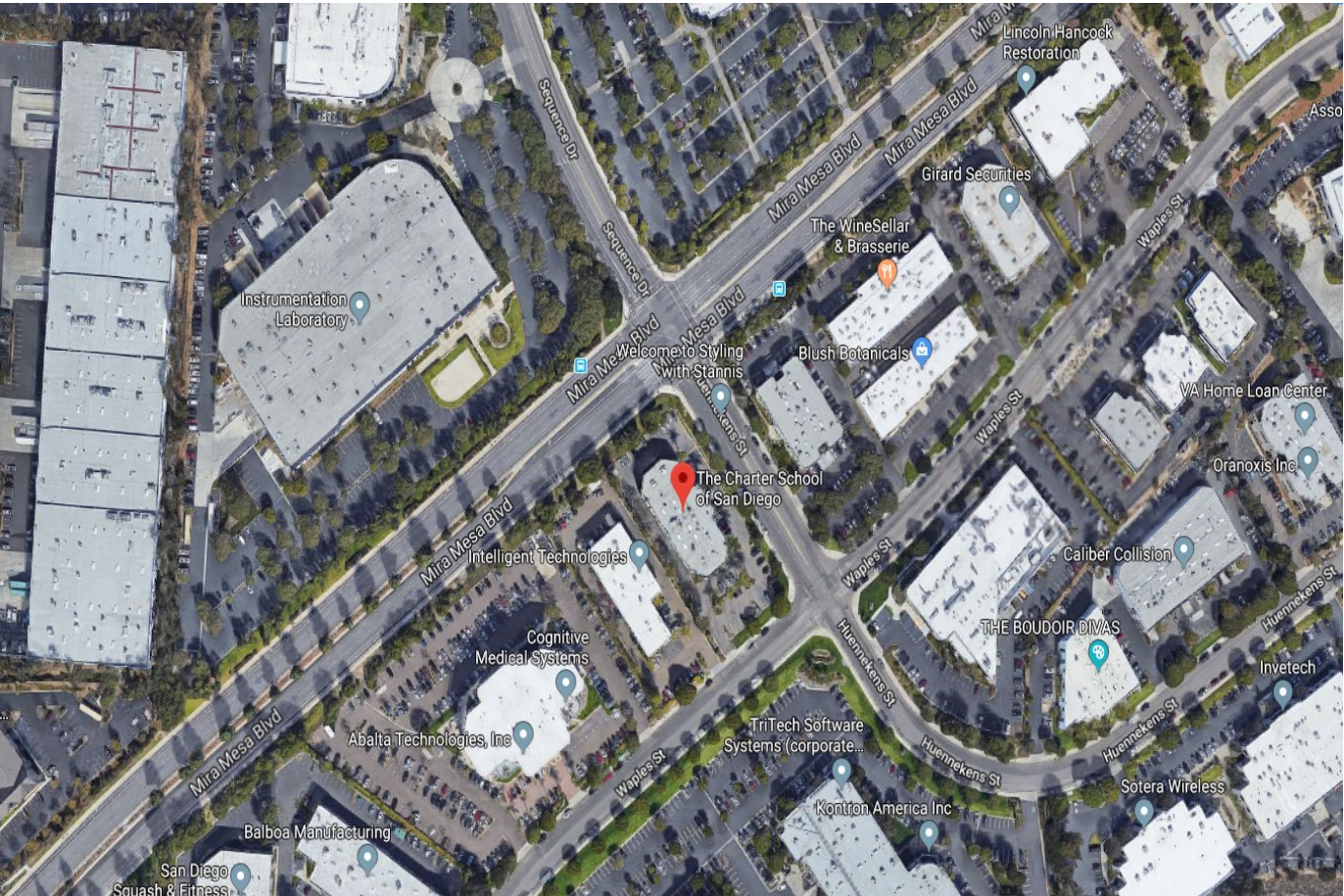
Office Public Phone Number: 858-678-2020

Office Direct Phone Number: 858-678-2044 (Mary Bixby)

Fax Numbers: 858-552-6660, 858-552-6666, 858-552-9010



Sorrento Mesa Aerial Map



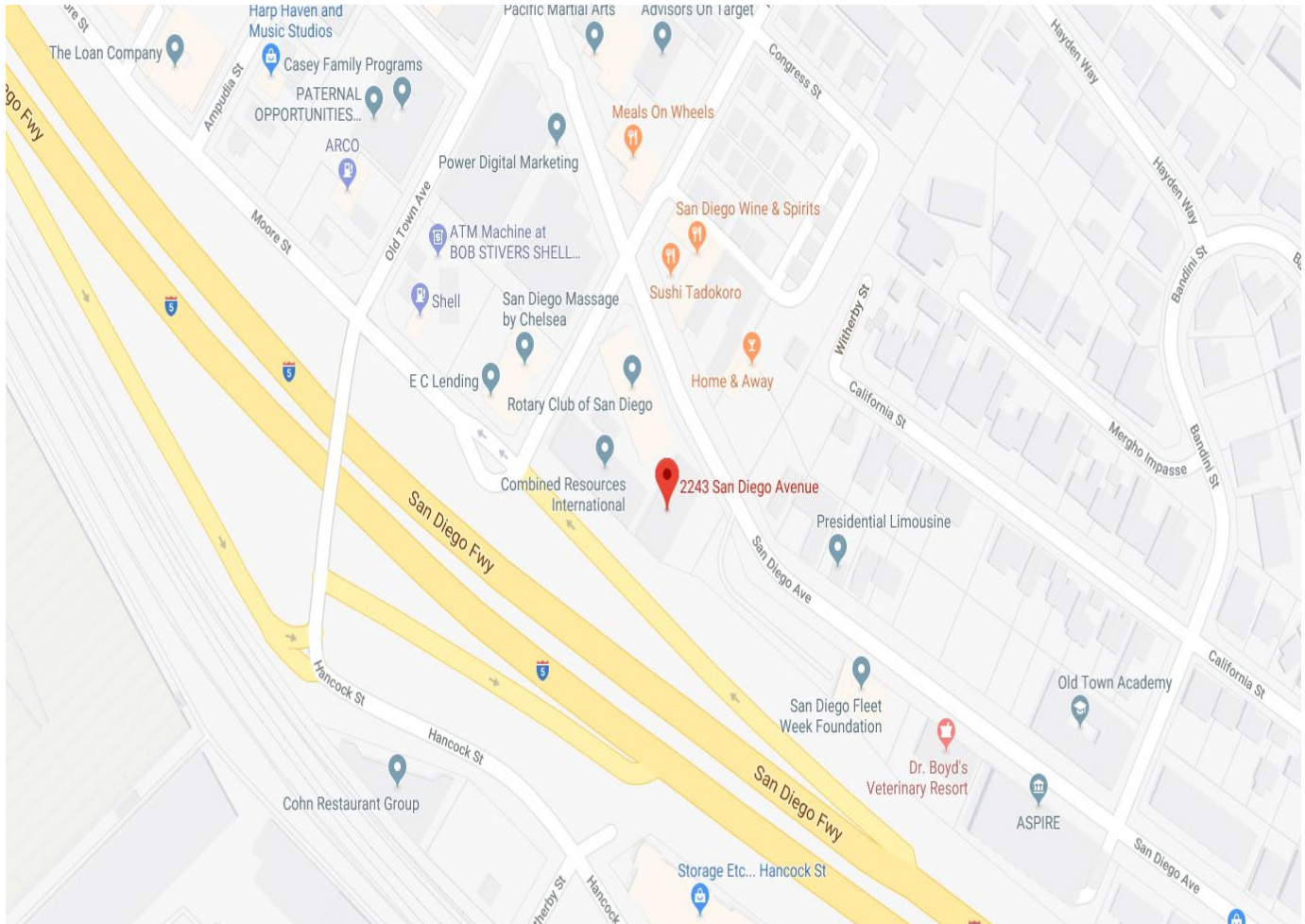
Location

Office Name: **Old Town Service Center** - CSSD

Office Address: 2243 San Diego Avenue, Suite 115, San Diego, CA 92110

Office Public Phone Number: 858-678-2020

Office Fax Number: **619-299-6127**



Old Town Aerial Map



Location

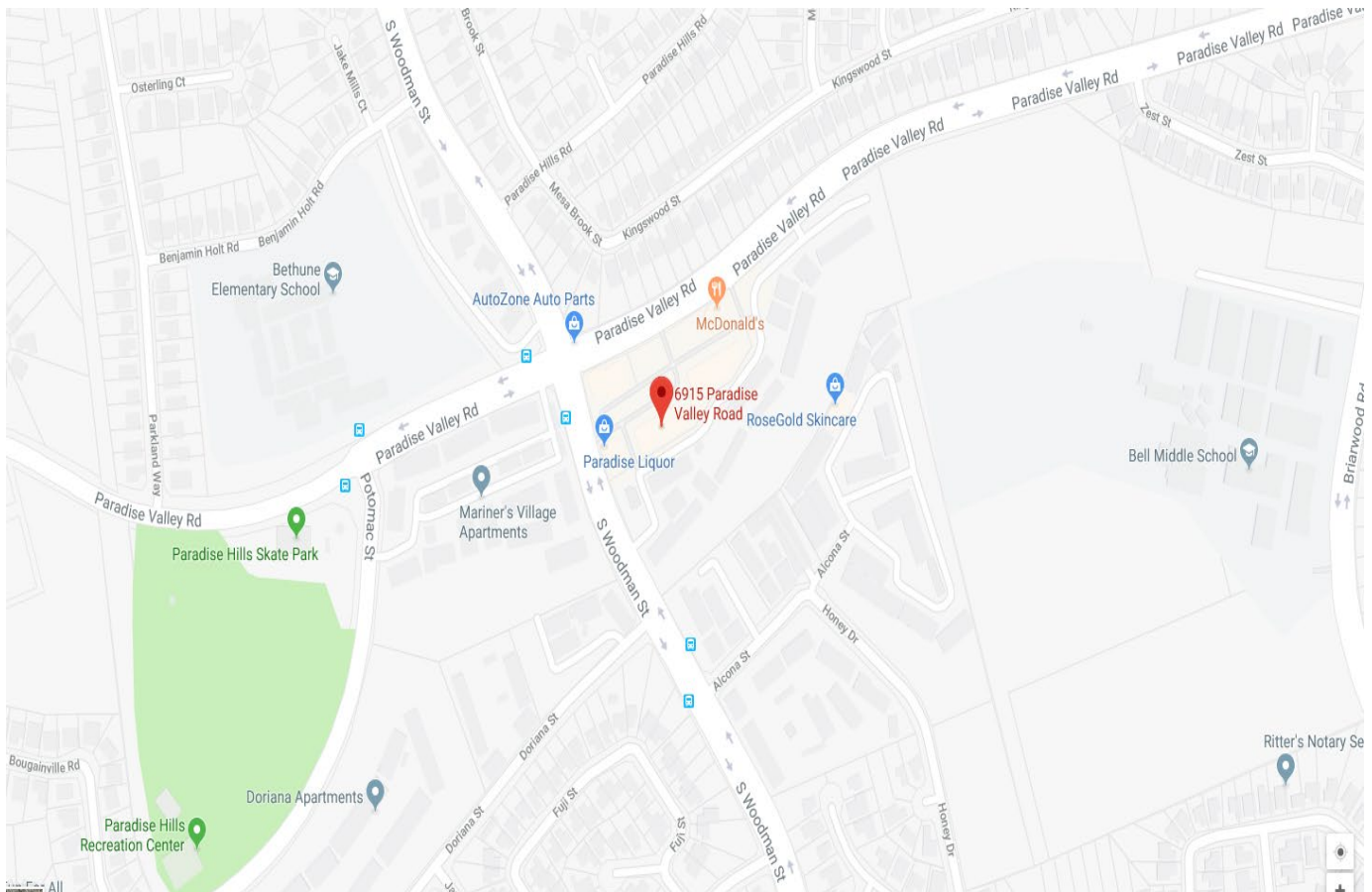
Office Name: **Paradise Hills Annex Office- CSSD**

Next to Little Caesar's Pizza

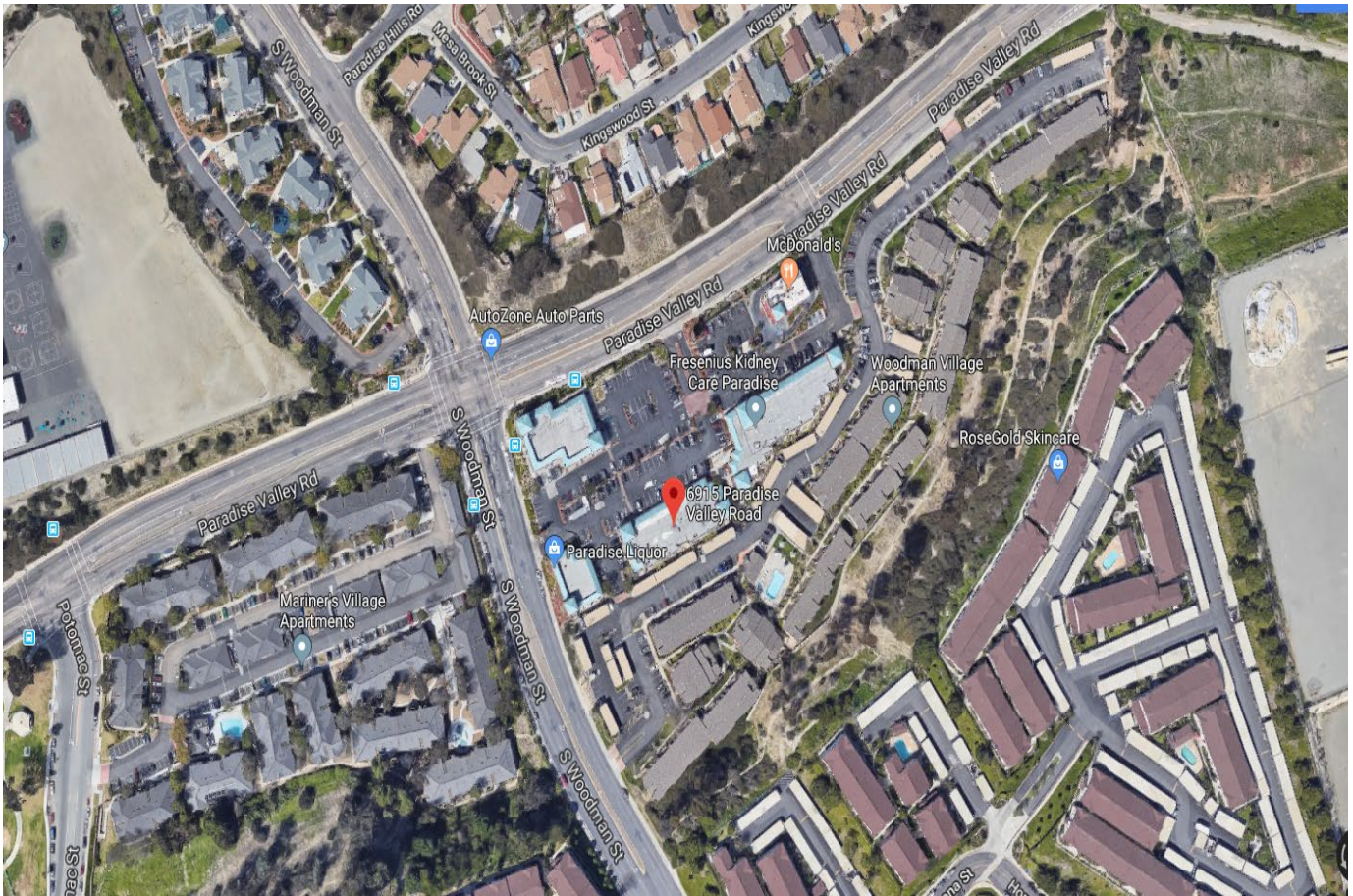
Office Address: 6915 Paradise Valley Road, Unit 1, San Diego, CA 92139

Office Public Phone Number: 858-678-2020

Office Fax Number: 619-472-6641



Paradise Hills Annex Office Aerial Map



Location

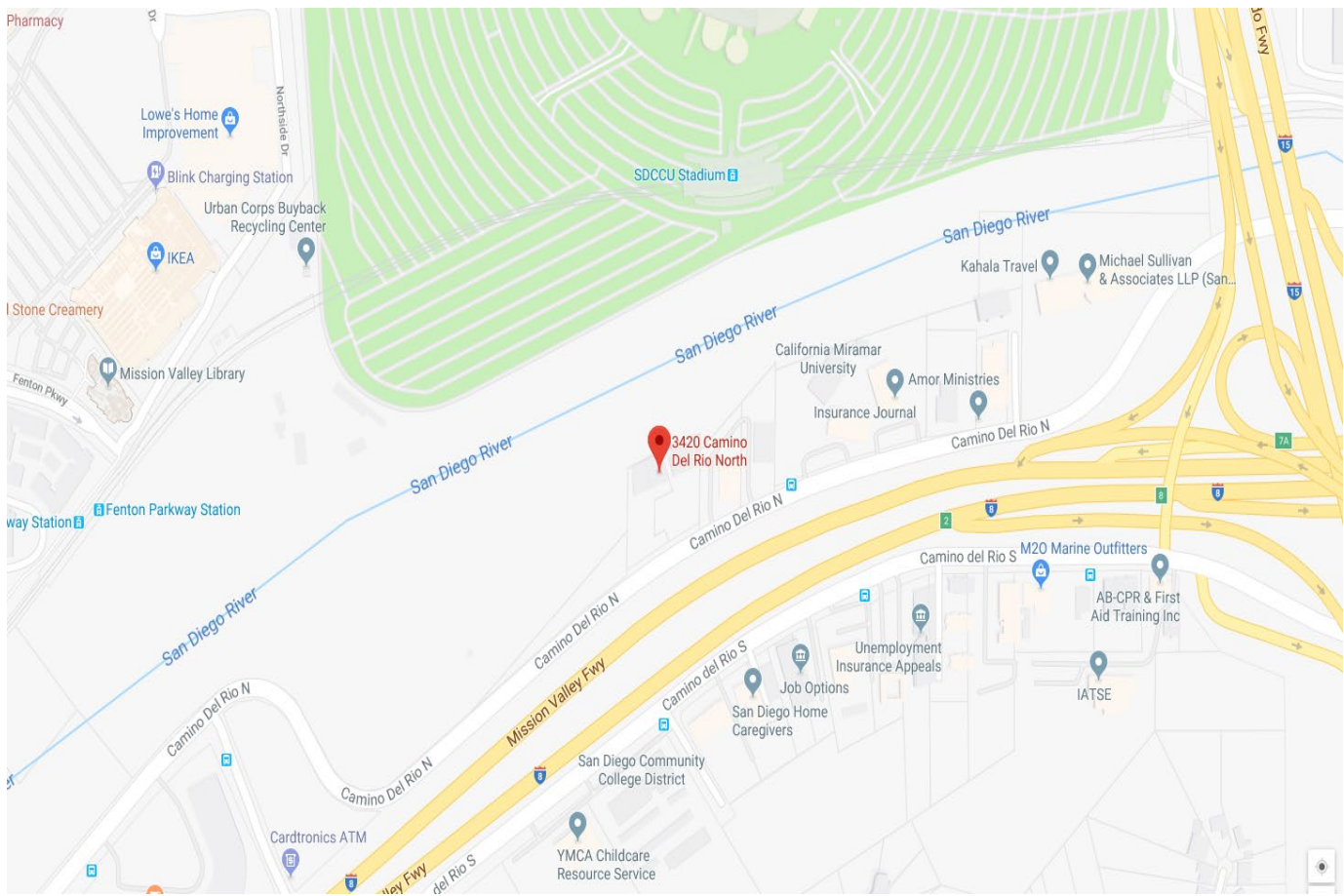
Office Name: **Mission Valley-West Office Building- AUDEO**

Office Address: 3420 Camino Del Rio North, San Diego, CA 92108

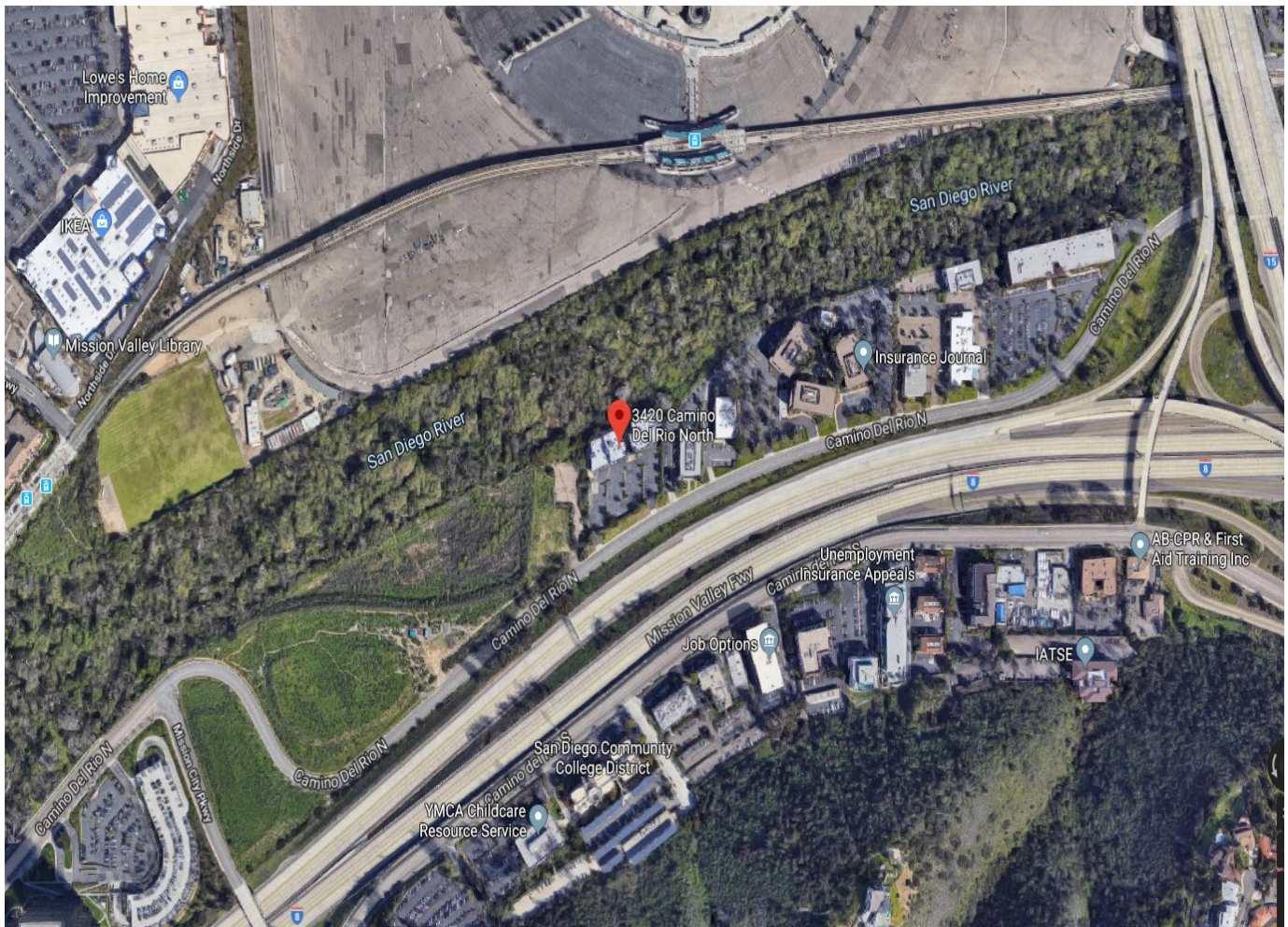
Behind SDCCU Stadium (Formerly Qualcomm)

Office Public Phone Number: 858-678-2050

Office Fax Number: 619-280-8033



Mission Valley-West Office Building Aerial Map



Location

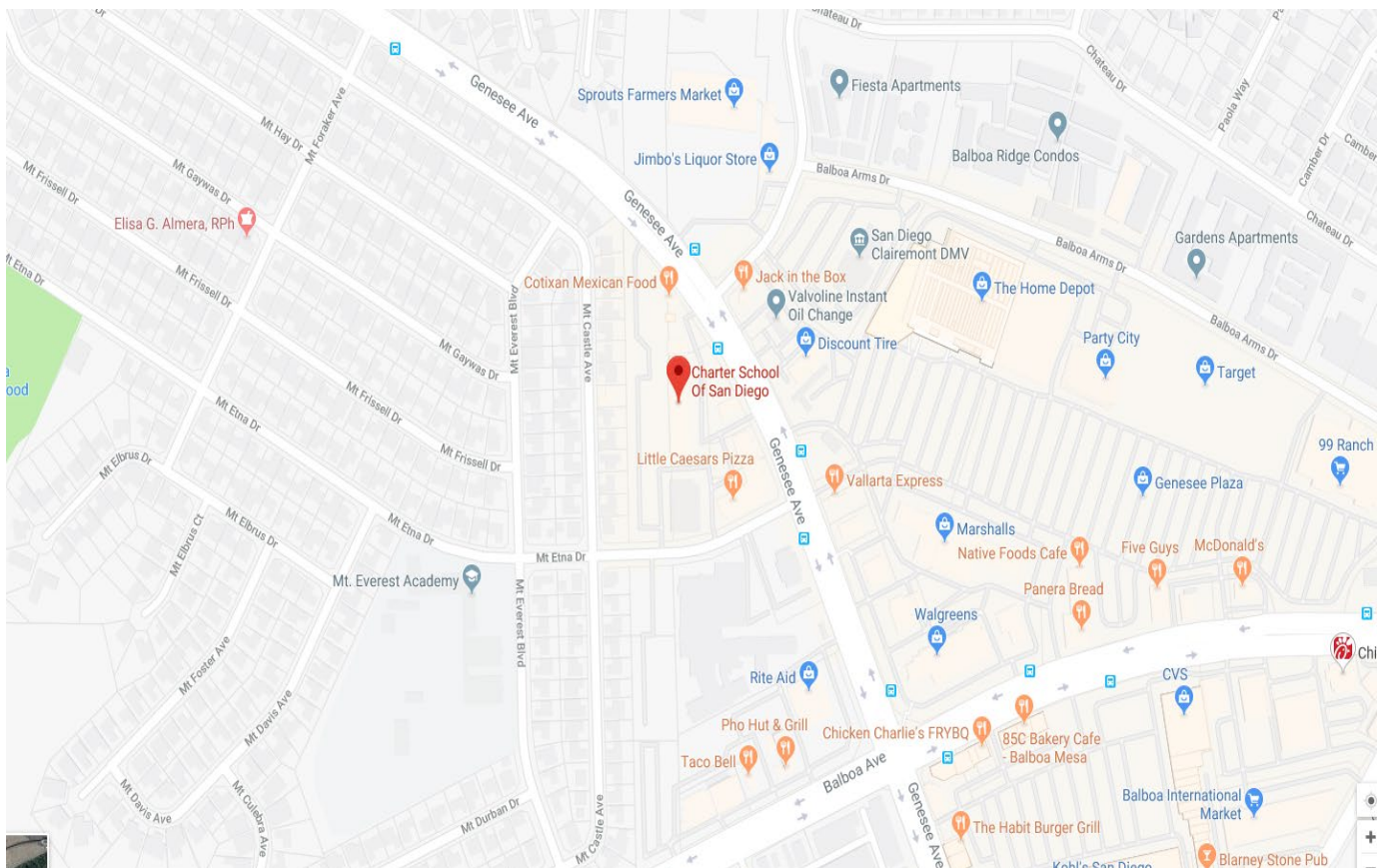
Resource Center (RC) Name: **Clairemont - CSSD**

RC Address: 4340 Genesee Ave., Ste. 109, San Diego, CA 92117

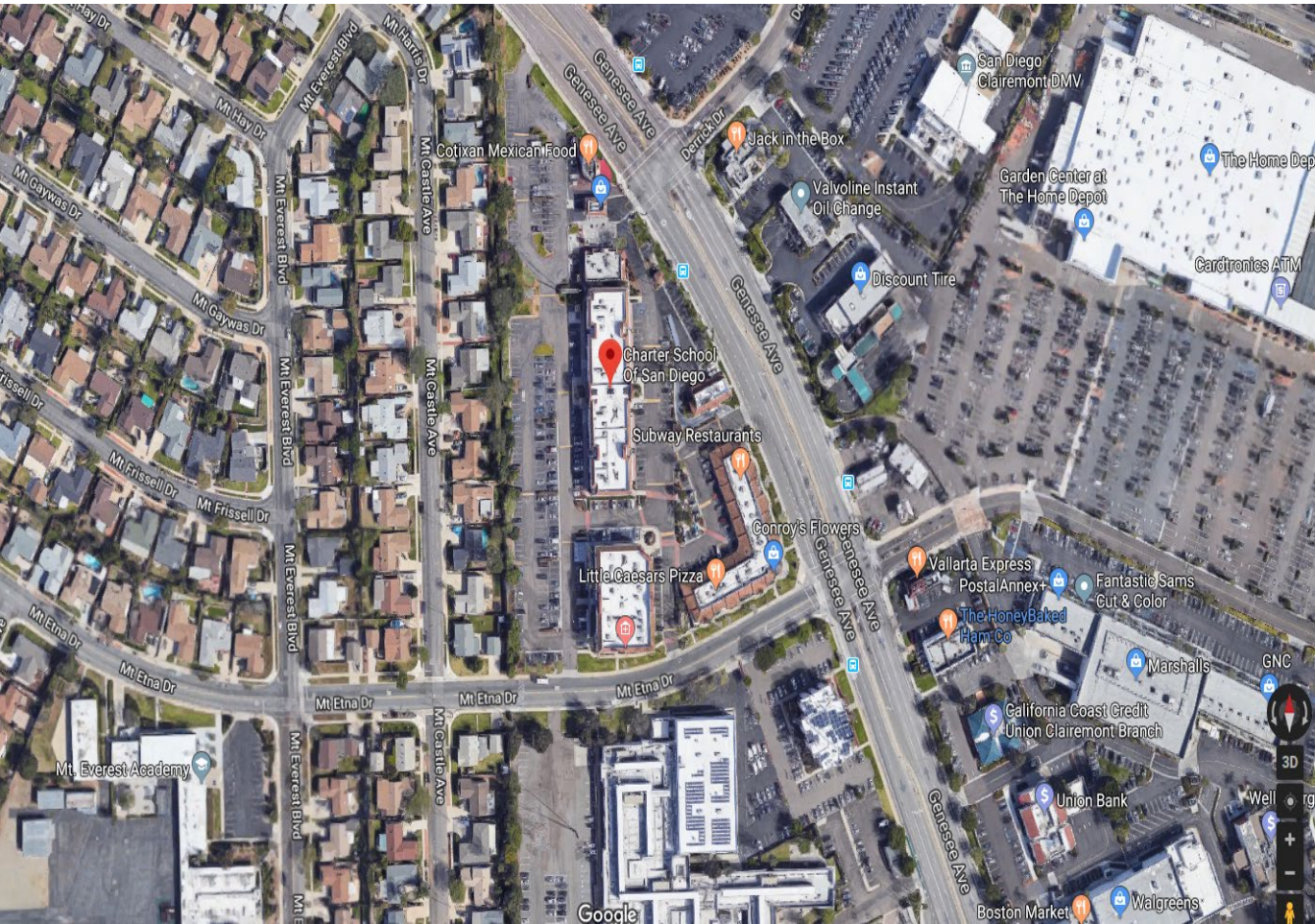
Same strip mall as El Pollo Loco

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Clairemont Aerial Map



Location

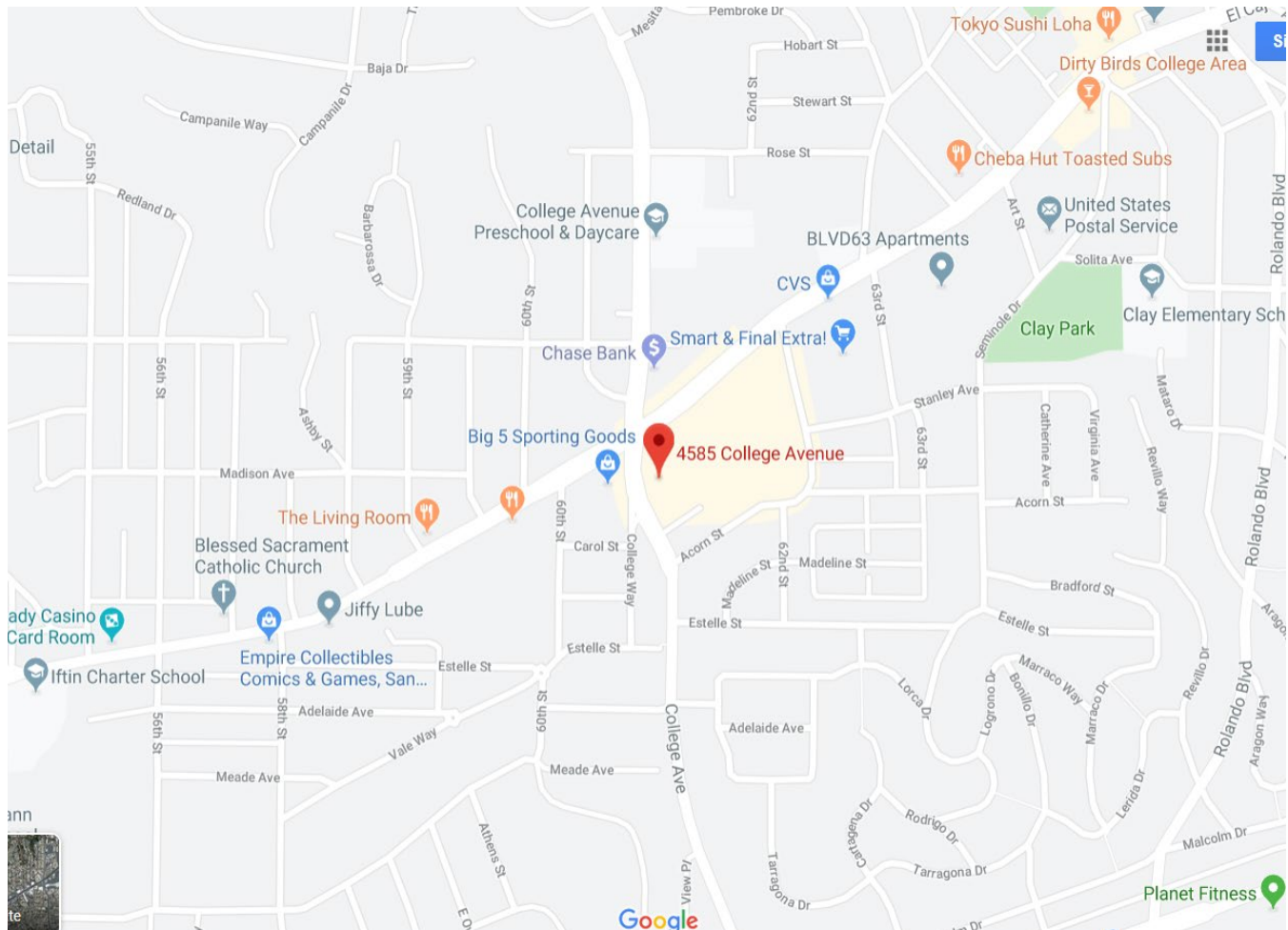
Resource Center (RC) Name: **College Avenue - CSSD**

RC Address: 4585 College Ave., Suites C1 & C2, San Diego, CA 92115

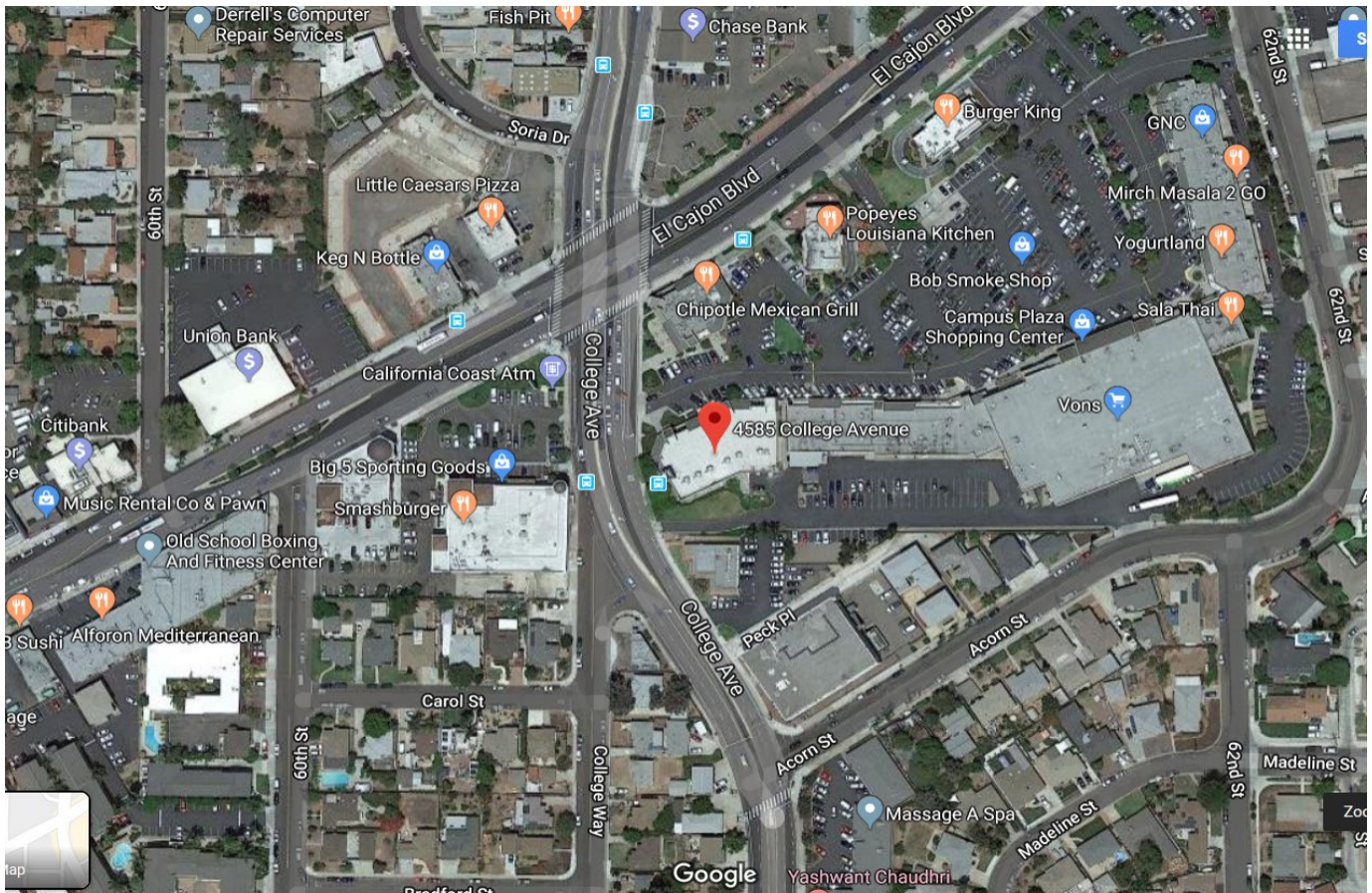
Near VONS Supermarket

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



College Avenue Aerial Map



Location

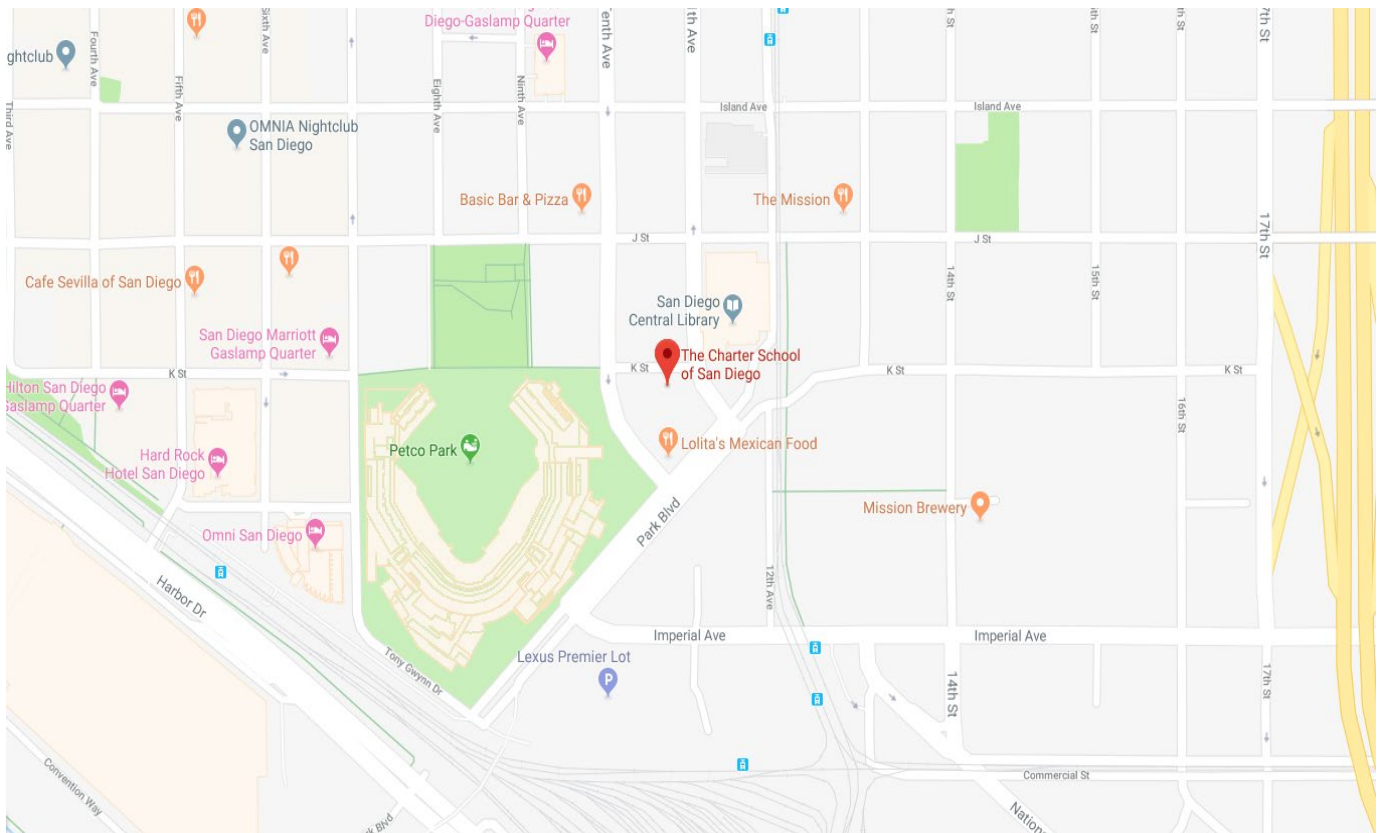
Resource Center (RC) Name: **Downtown - CSSD**

RC Address: 1095 K St., Ste. A, San Diego, CA 92101

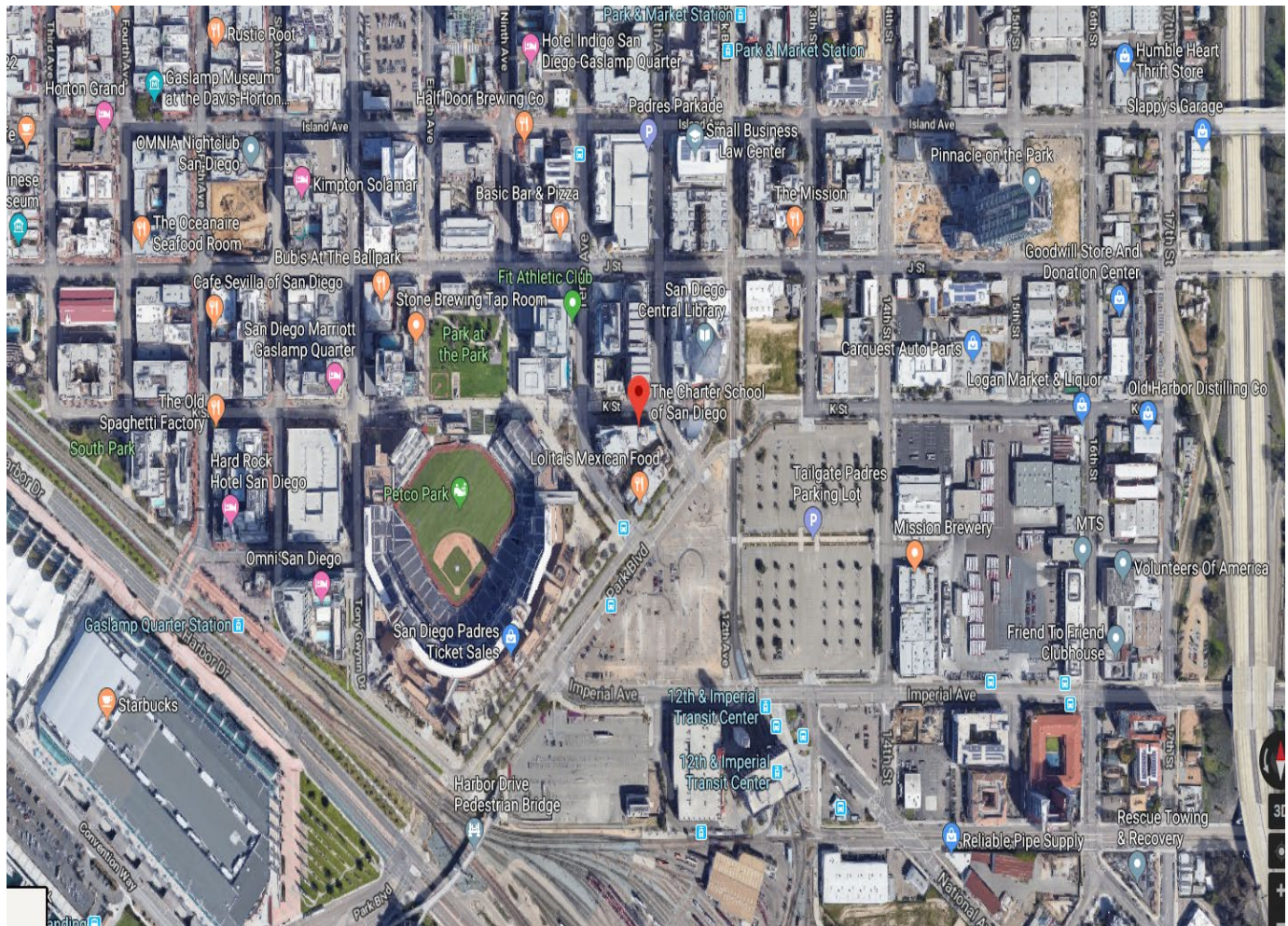
In downtown San Diego, east of Petco Park

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Downtown Aerial Map



Location

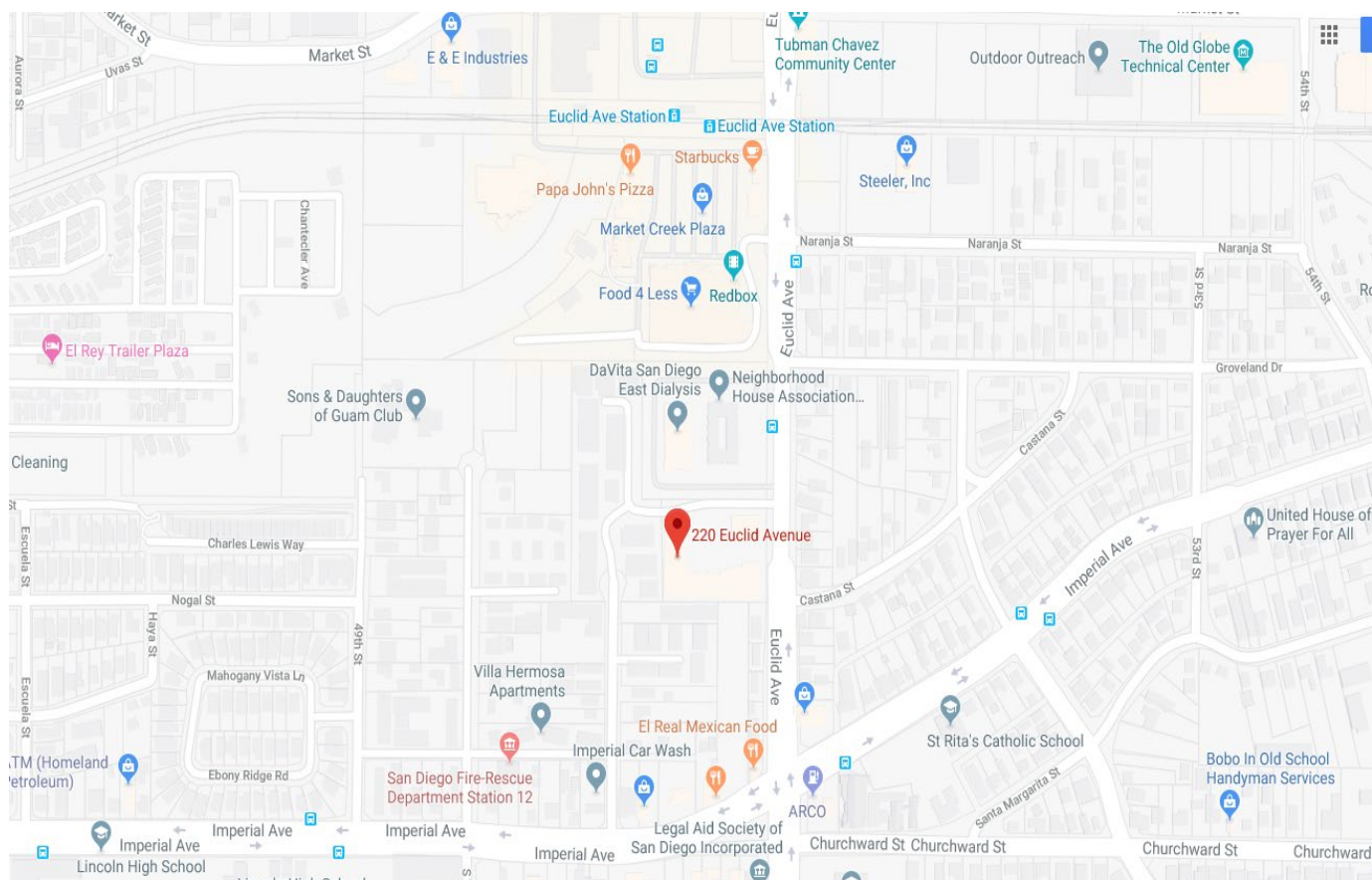
Resource Center (RC) Name: **Euclid - CSSD**

RC Address: 220 Euclid Ave., Suite 70, San Diego, CA 92114

Near intersection of Imperial Avenue and Euclid Avenue

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Euclid Aerial Map



Location

Resource Center (RC) Name: **Kearny Mesa - Audeo**

RC Address: 7520 Mesa College Drive, San Diego, CA 92111

RC Public Phone Number: 858-678-2050

RC Fax Number: 619-280-8033



Kearny Mesa Aerial Map



Location

Resource Center (RC) Name: **La Jolla - Audeo**

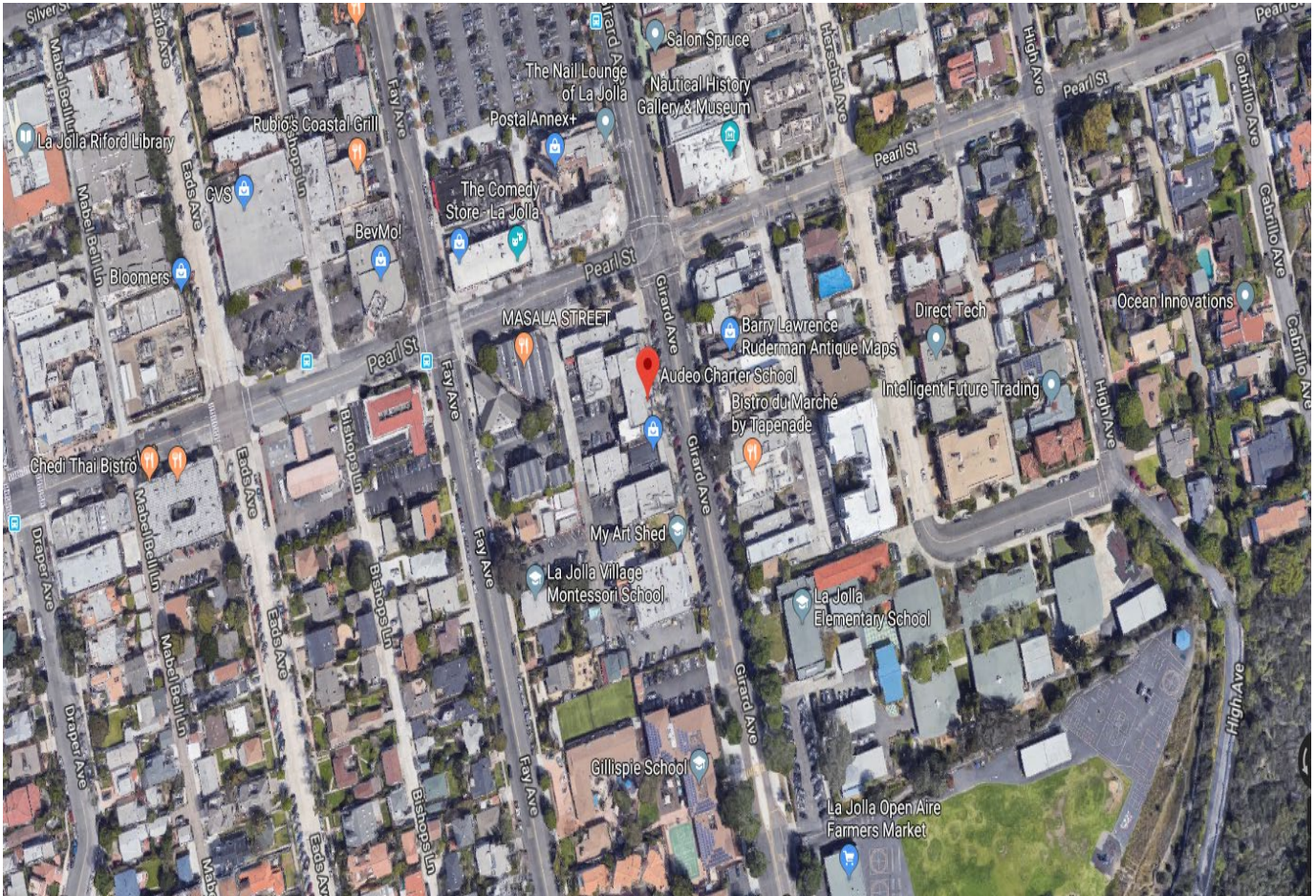
RC Address: 7458 (7456) Girard Avenue, La Jolla, CA 92037

RC Public Phone Number: 858-678-2050

RC Fax Number: 619-280-8033



La Jolla-Audeo Aerial Map



Location

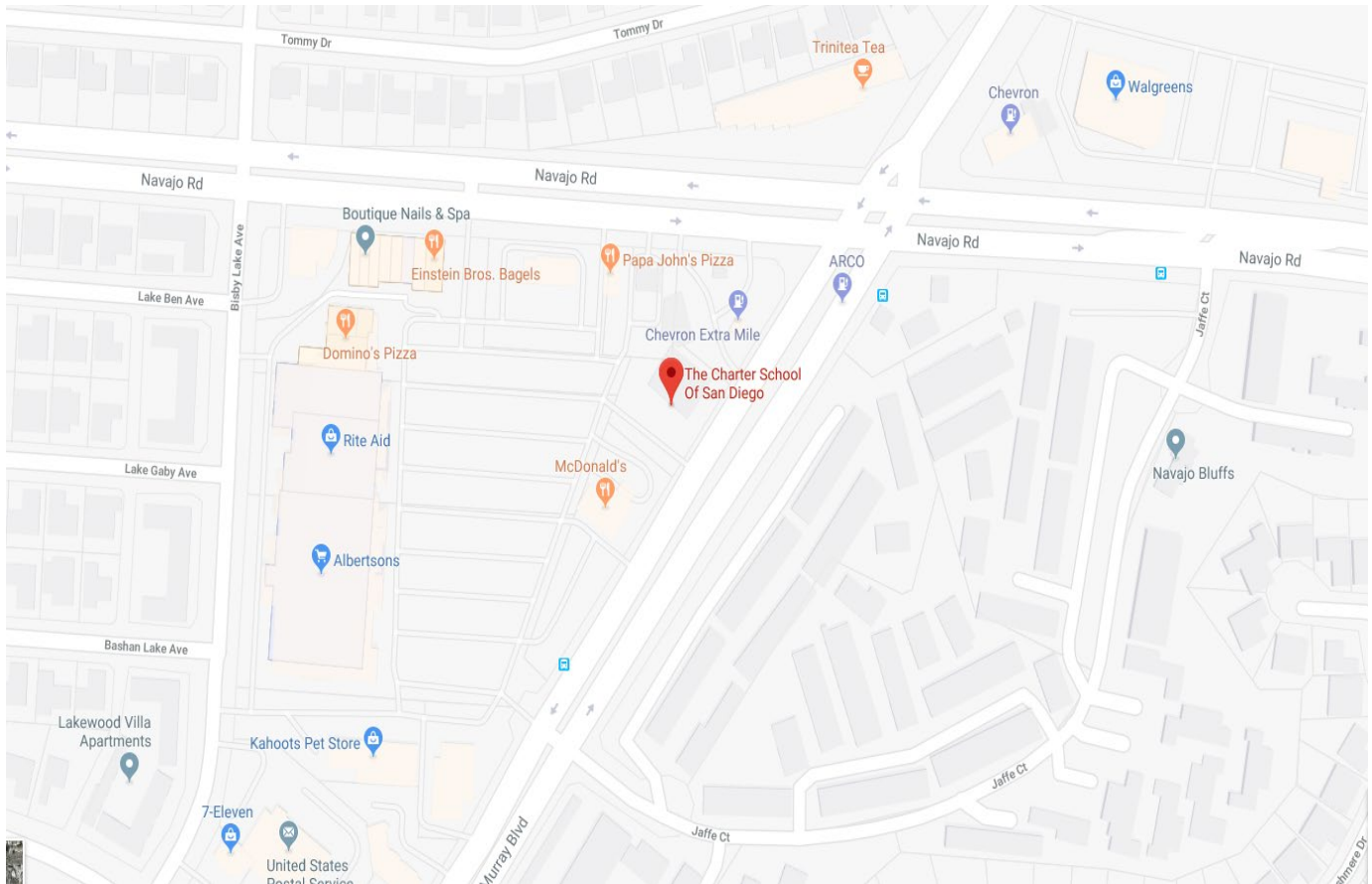
Resource Center (RC) Name: **Lake Murray - CSSD**

RC Address: 8776 Lake Murray Blvd., San Diego, CA 92119

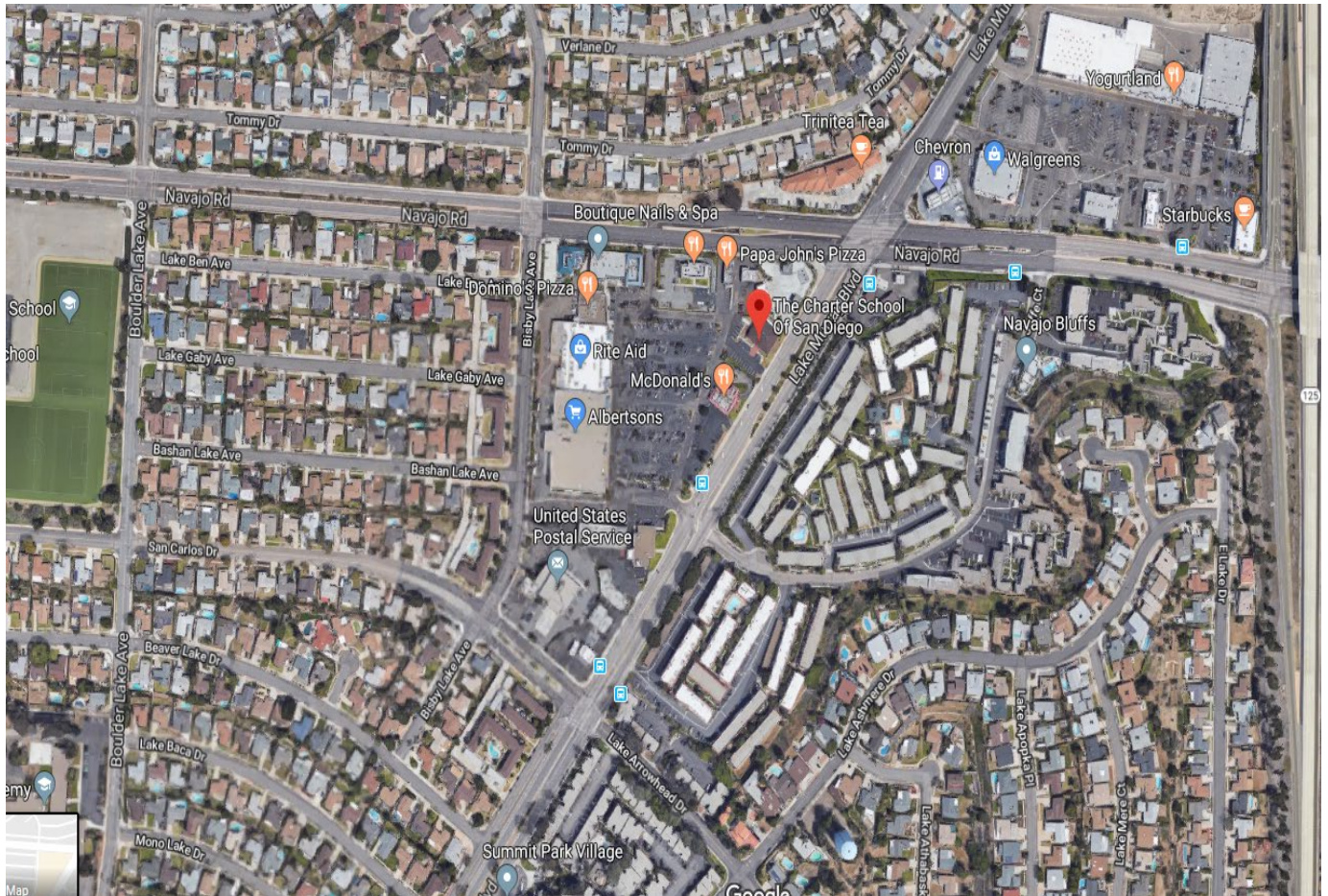
Located on Lake Murray Blvd. and Navajo Road

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Lake Murray- CSSD Aerial Map



Location

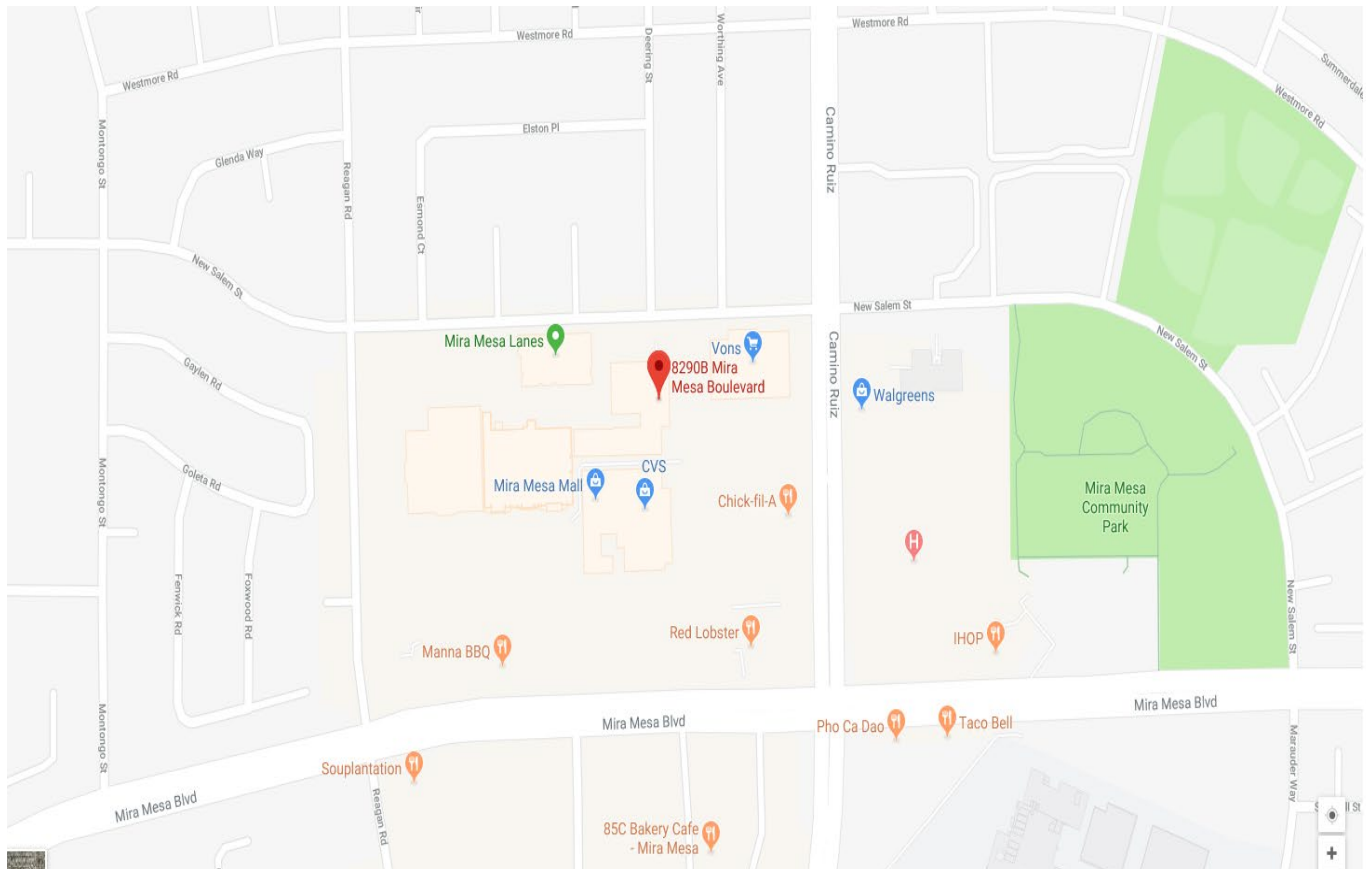
Resource Center (RC) Name: **Mira Mesa - CSSD**

RC Address: 8290-B Mira Mesa Blvd., Unit 23, San Diego, CA 92126

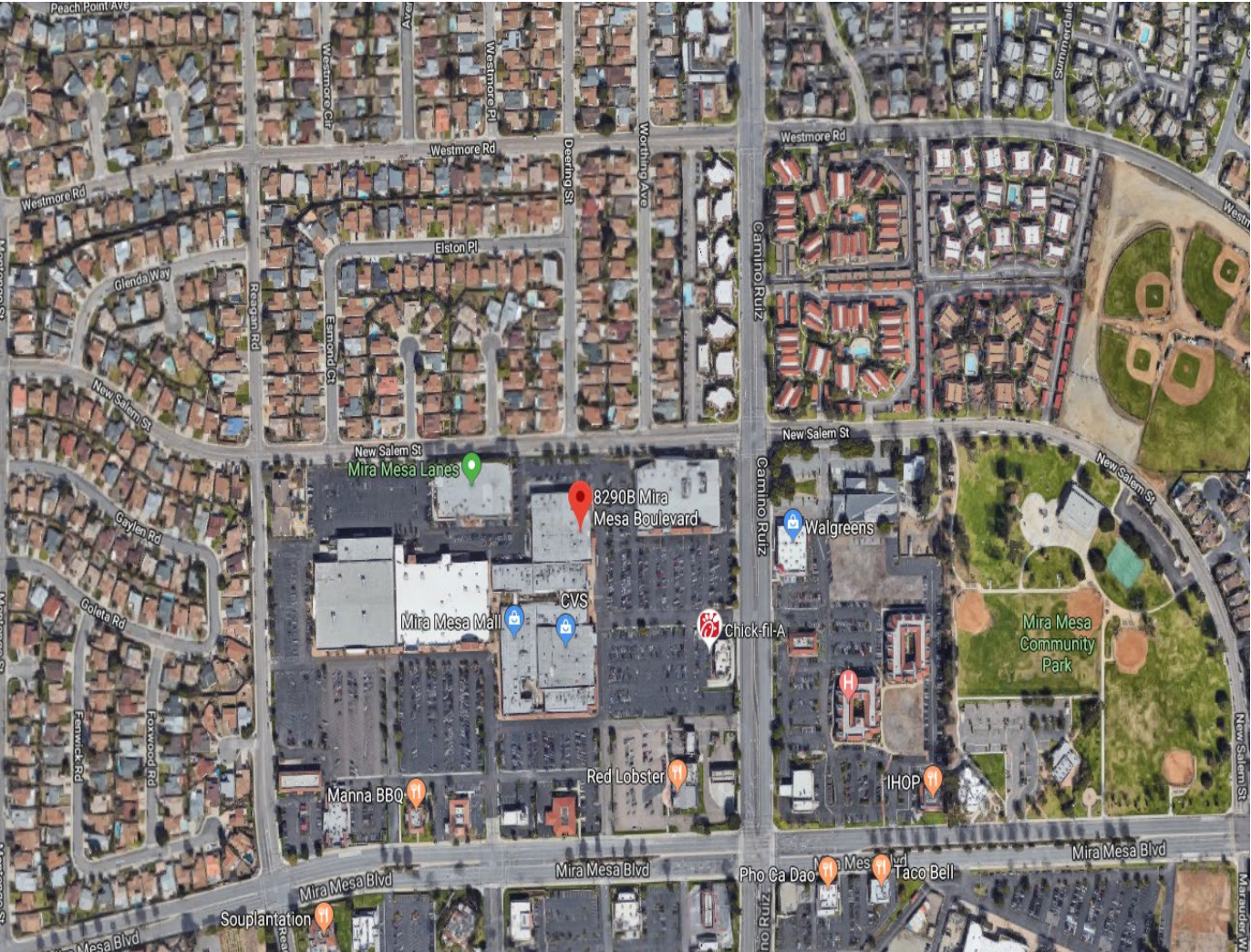
Across Vons

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Mira Mesa Aerial Map



Location

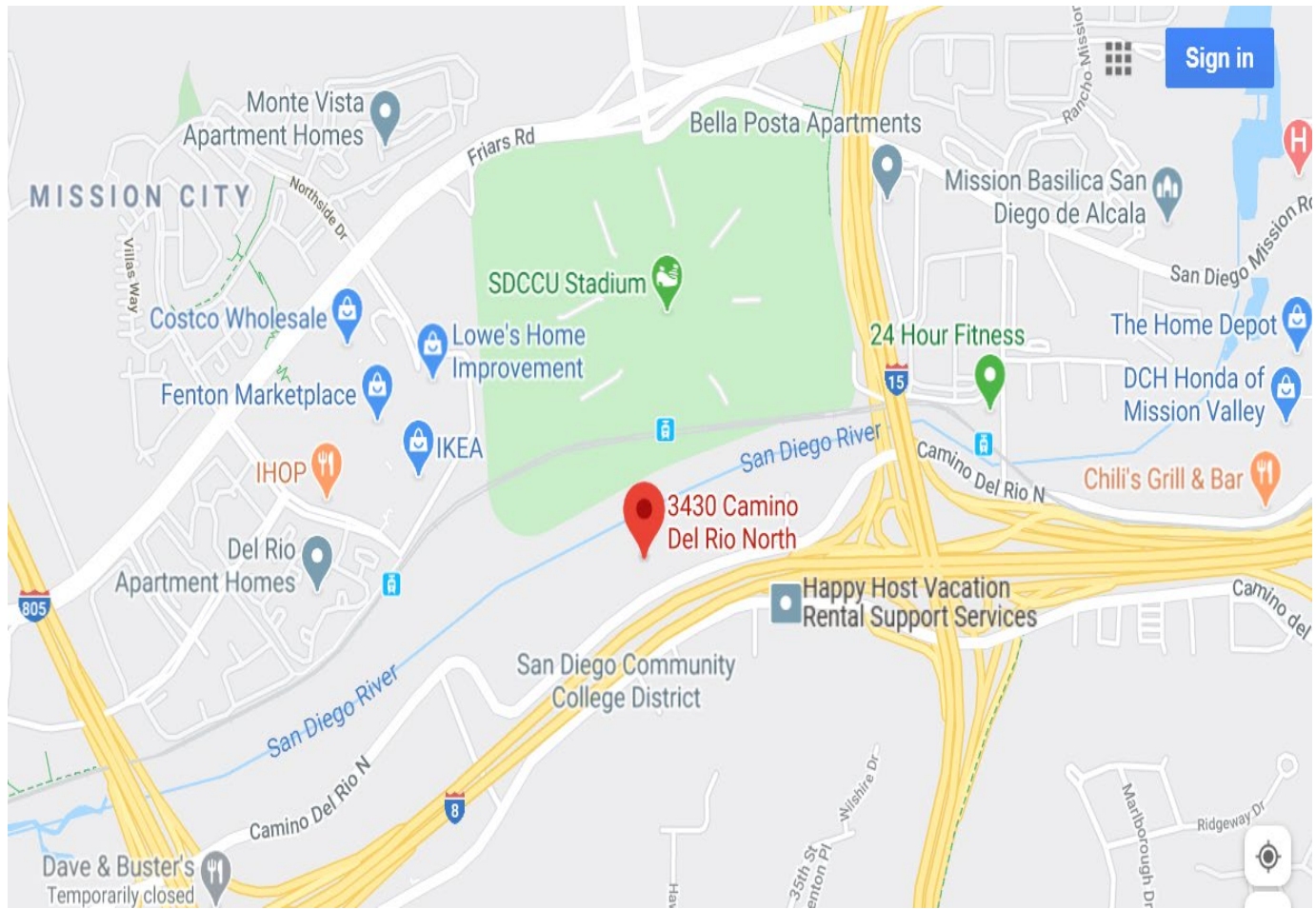
Resource Center (RC) Name: **Mission Valley - Audeo**

RC Address: 3430 Camino Del Rio North, San Diego, CA 92108

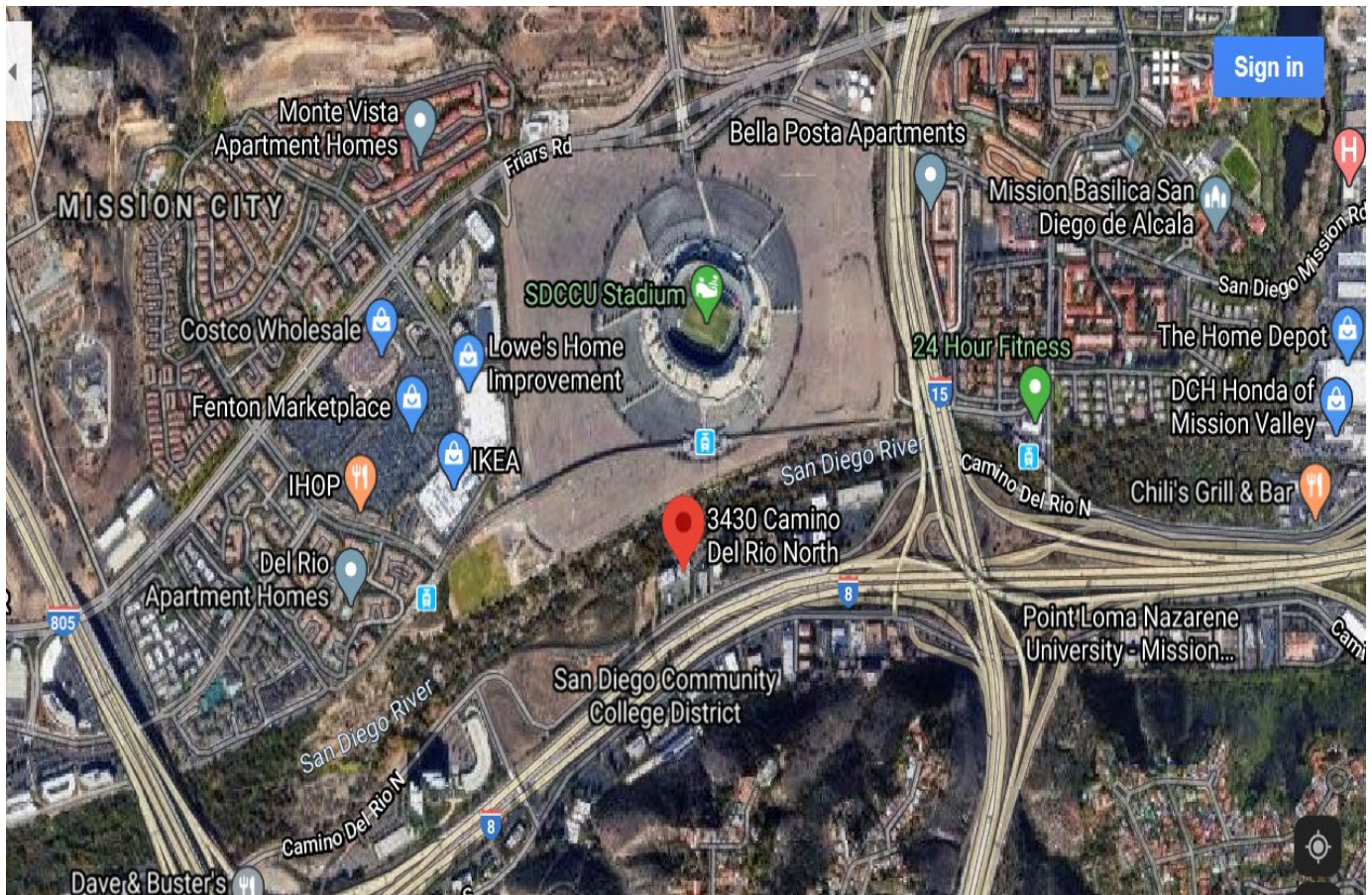
At the back of SDCCU Stadium, I-8 side

RC Public Phone Number: 858-678-2050

RC Fax Number: 619-280-8033



Mission Valley Aerial Map



Location

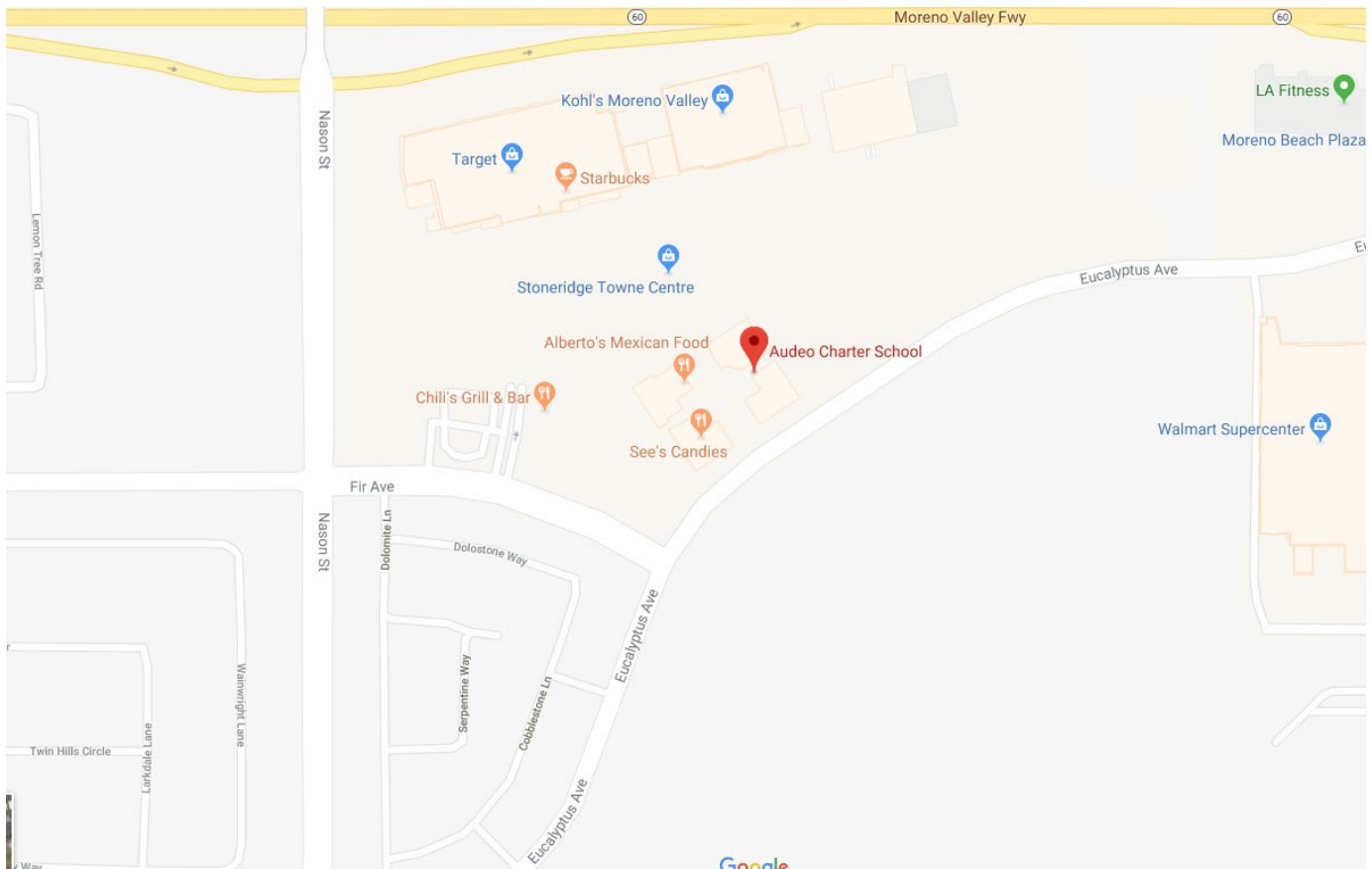
Resource Center (RC) Name: **Moreno Valley - Audeo**

RC Address: 27130 Eucalyptus Ave., Ste. A, Moreno Valley, CA 92555

Located in the Target Super Complex, next to Altura Credit Union

RC Public Phone Number: 858-678-2050

RC Fax Number: 951-242-6722



Moreno Valley Aerial Map



Location

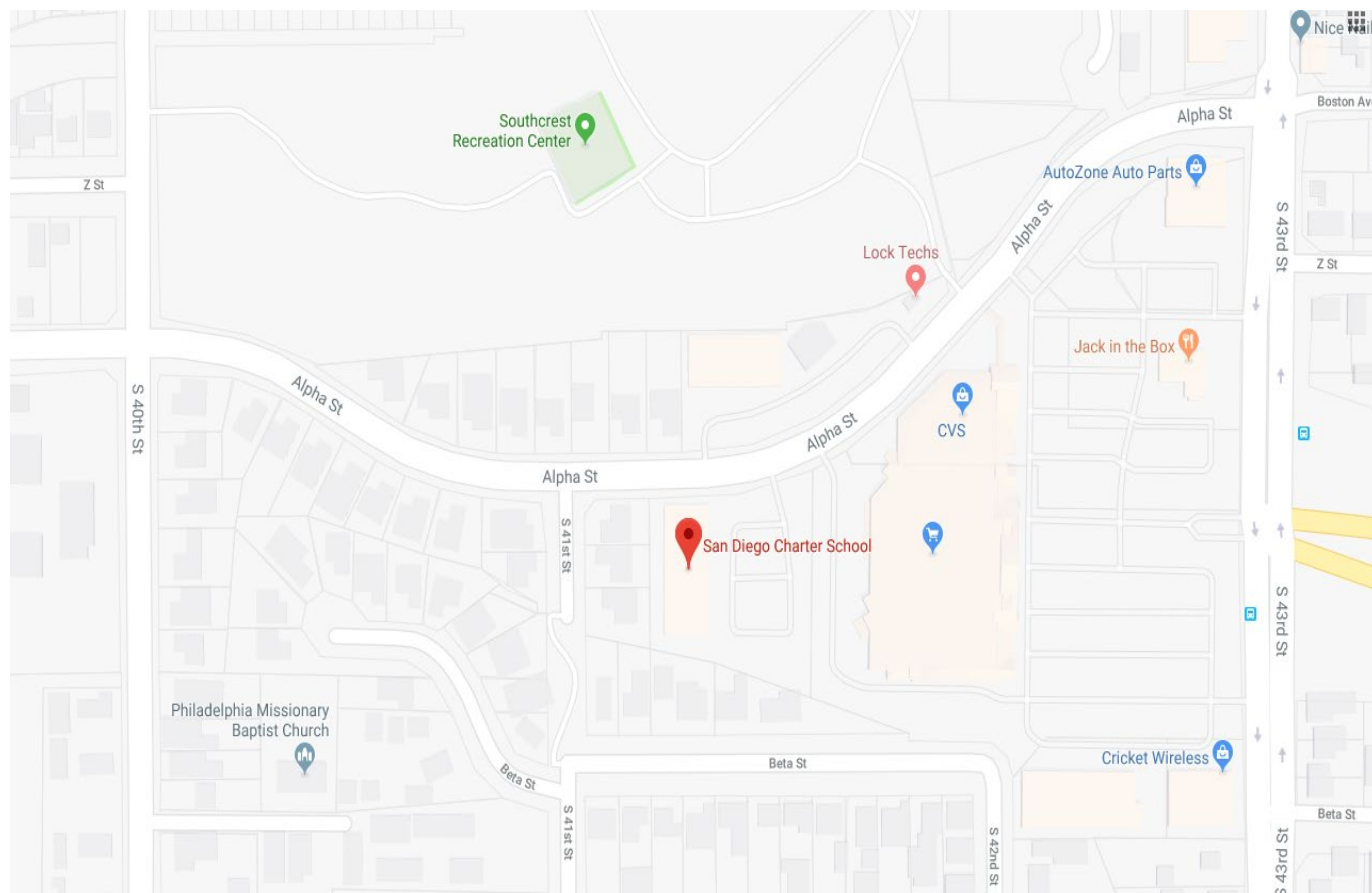
Resource Center (RC) Name: **Northgate - CSSD**

RC Address: 4125 Alpha Street, Suites C & D, San Diego, CA 92113

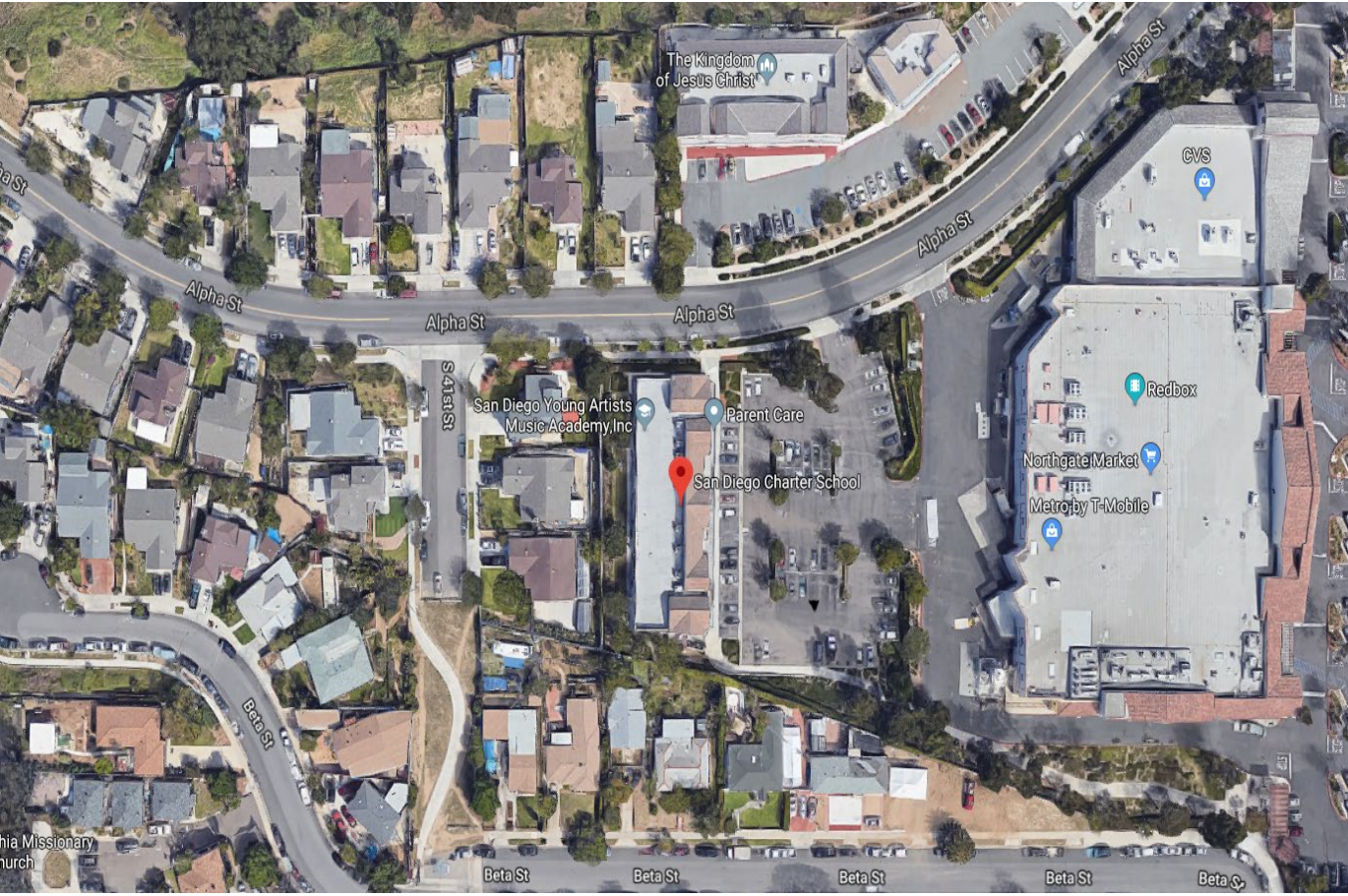
Located right behind the Northgate Market

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Northgate Aerial Map



Location

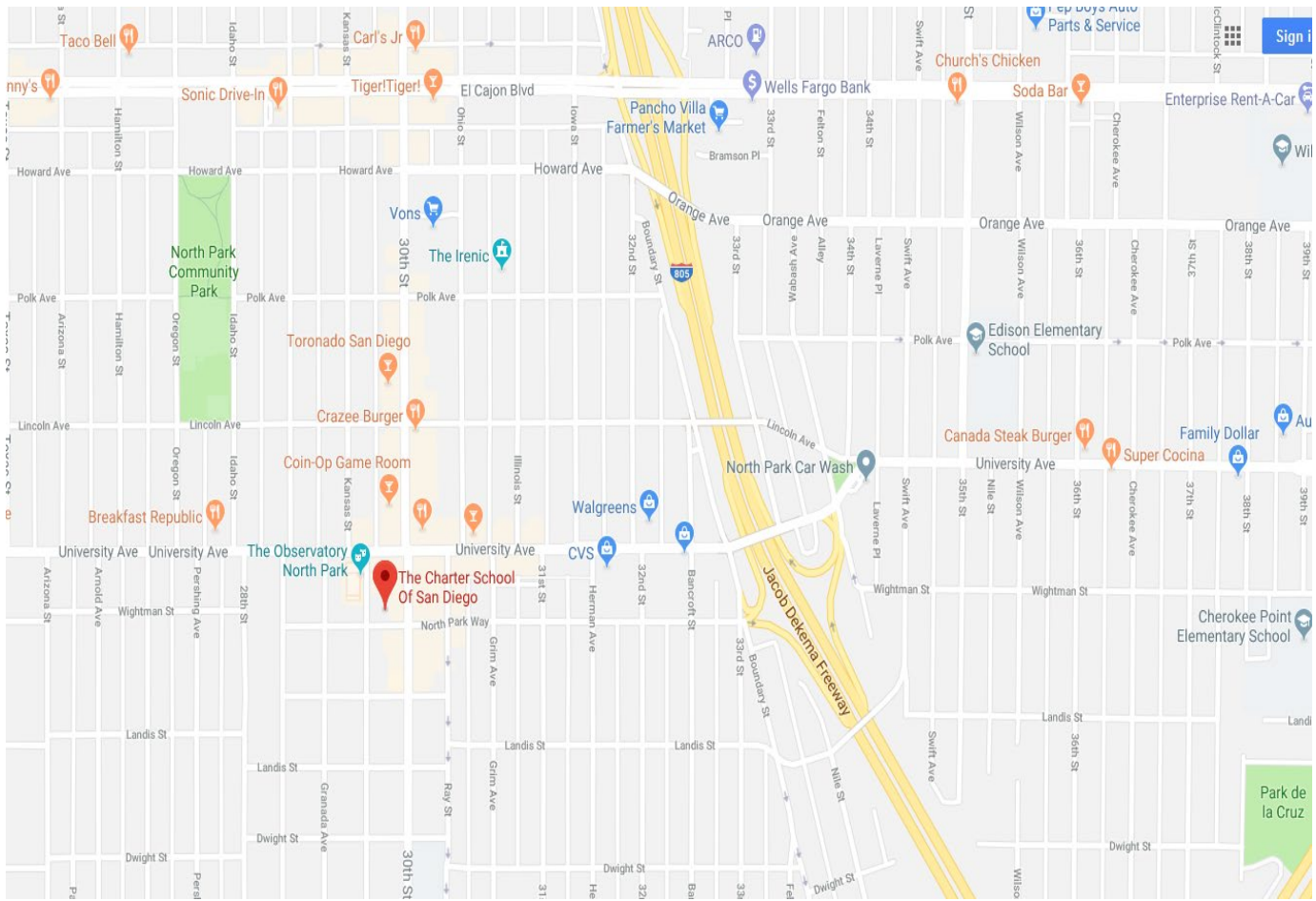
Resource Center (RC) Name: **North Park - CSSD**

RC Address: 2940 North Park Way, San Diego, CA 92104

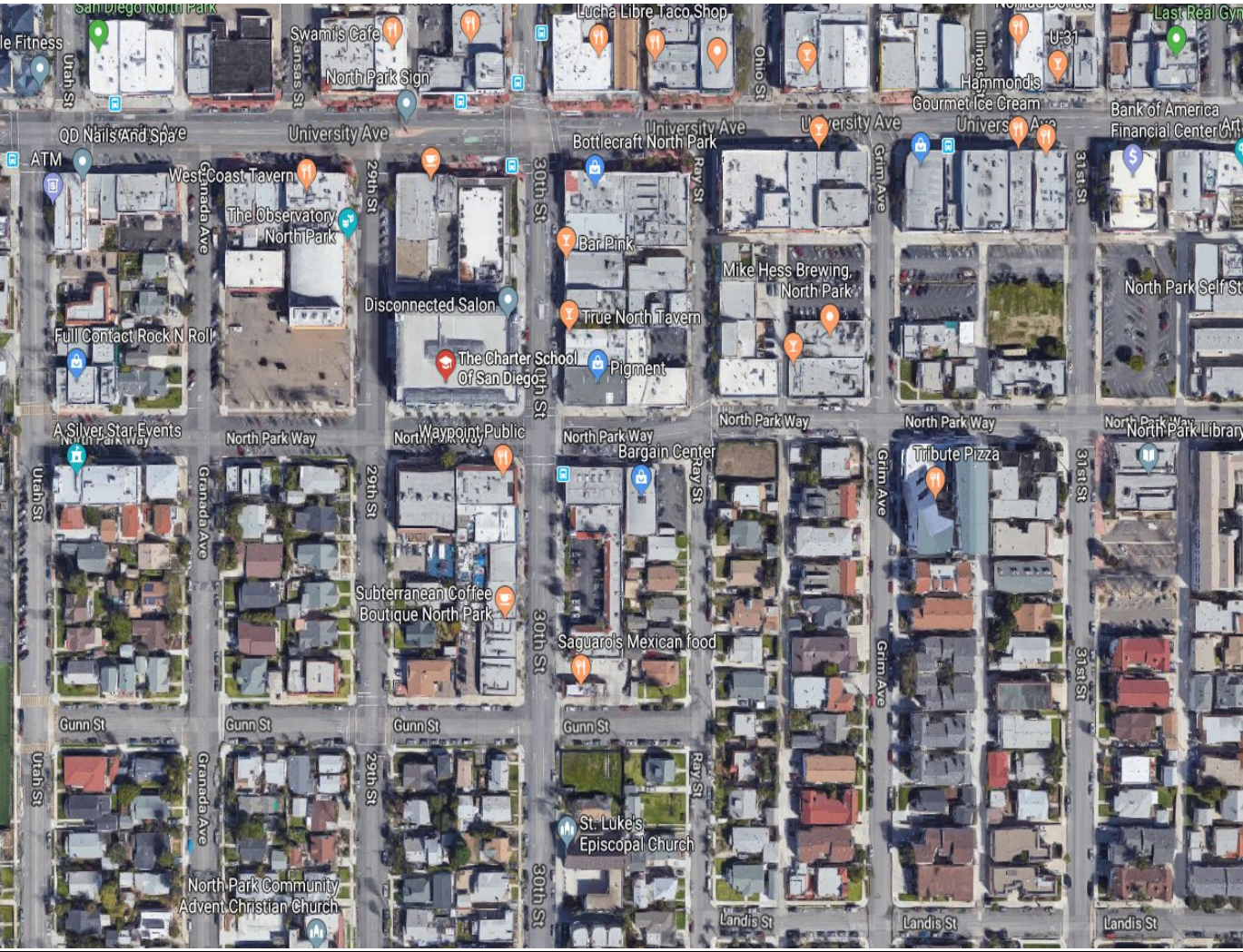
RC is located on the ground floor/street level of the North Park parking structure

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



North Park Aerial Map



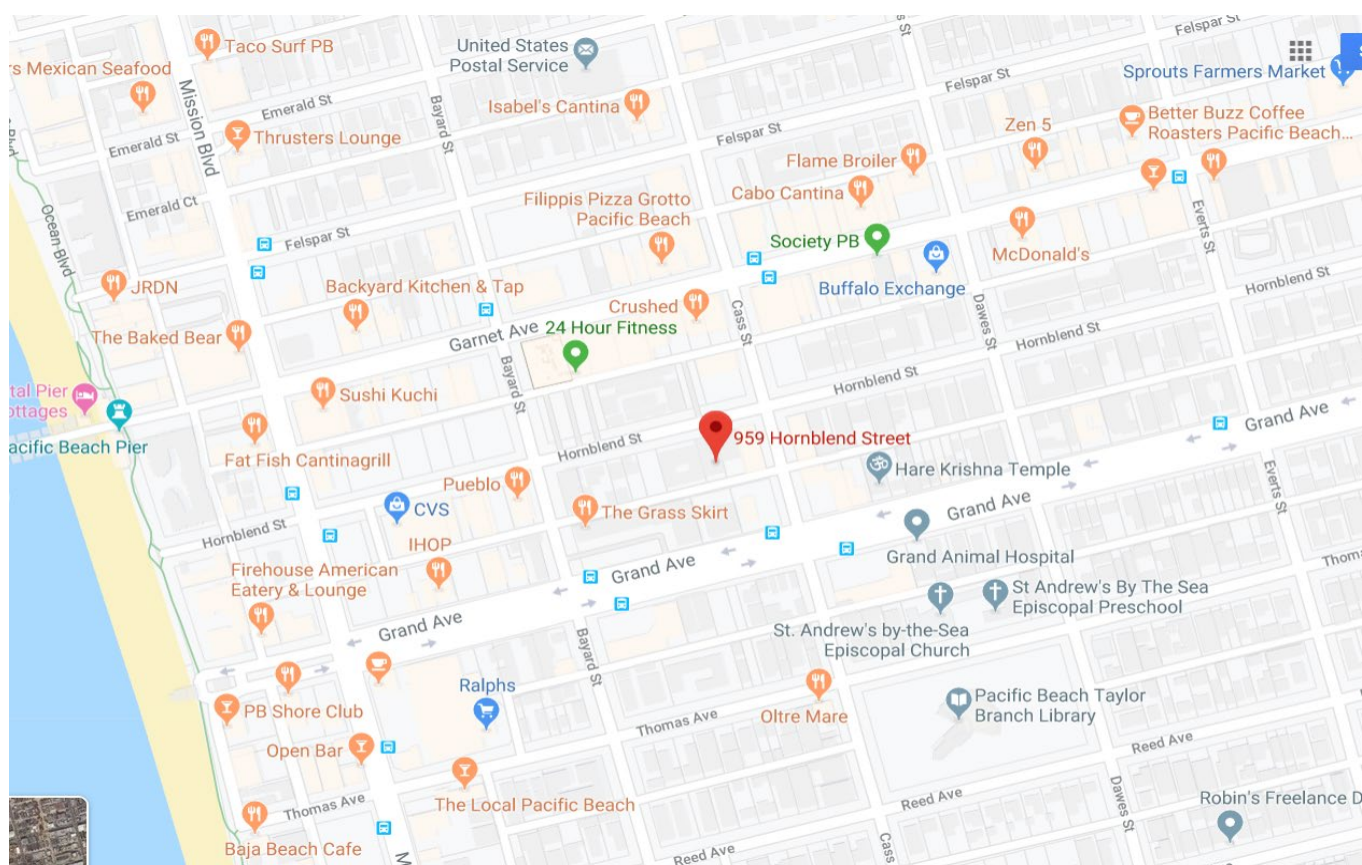
Location

Resource Center (RC) Name: **Pacific Beach - Audeo**

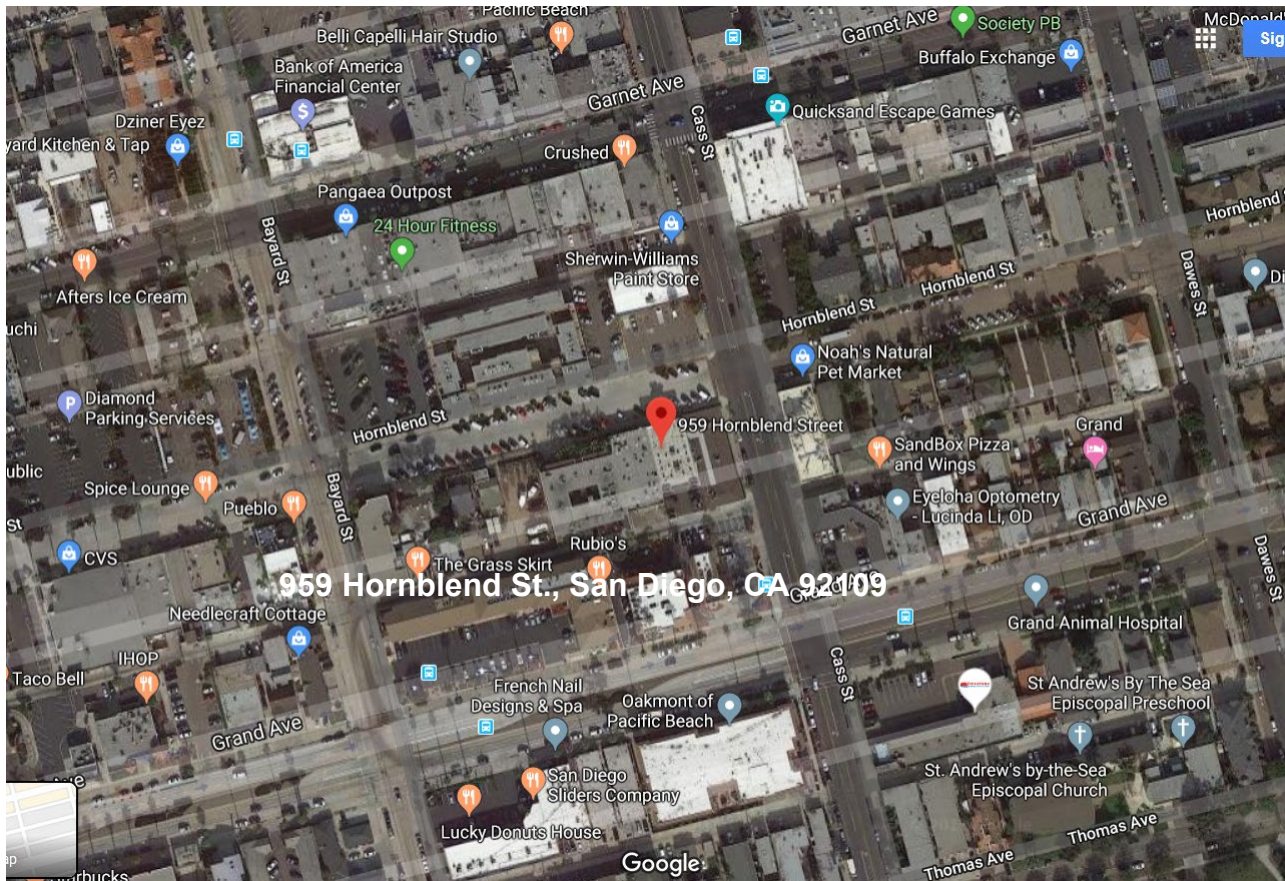
RC Address: 959 Hornblend St, San Diego, CA 92109

RC Public Phone Number: 858-678-2050

RC Fax Number: 619-280-8033



Pacific Beach Aerial Map



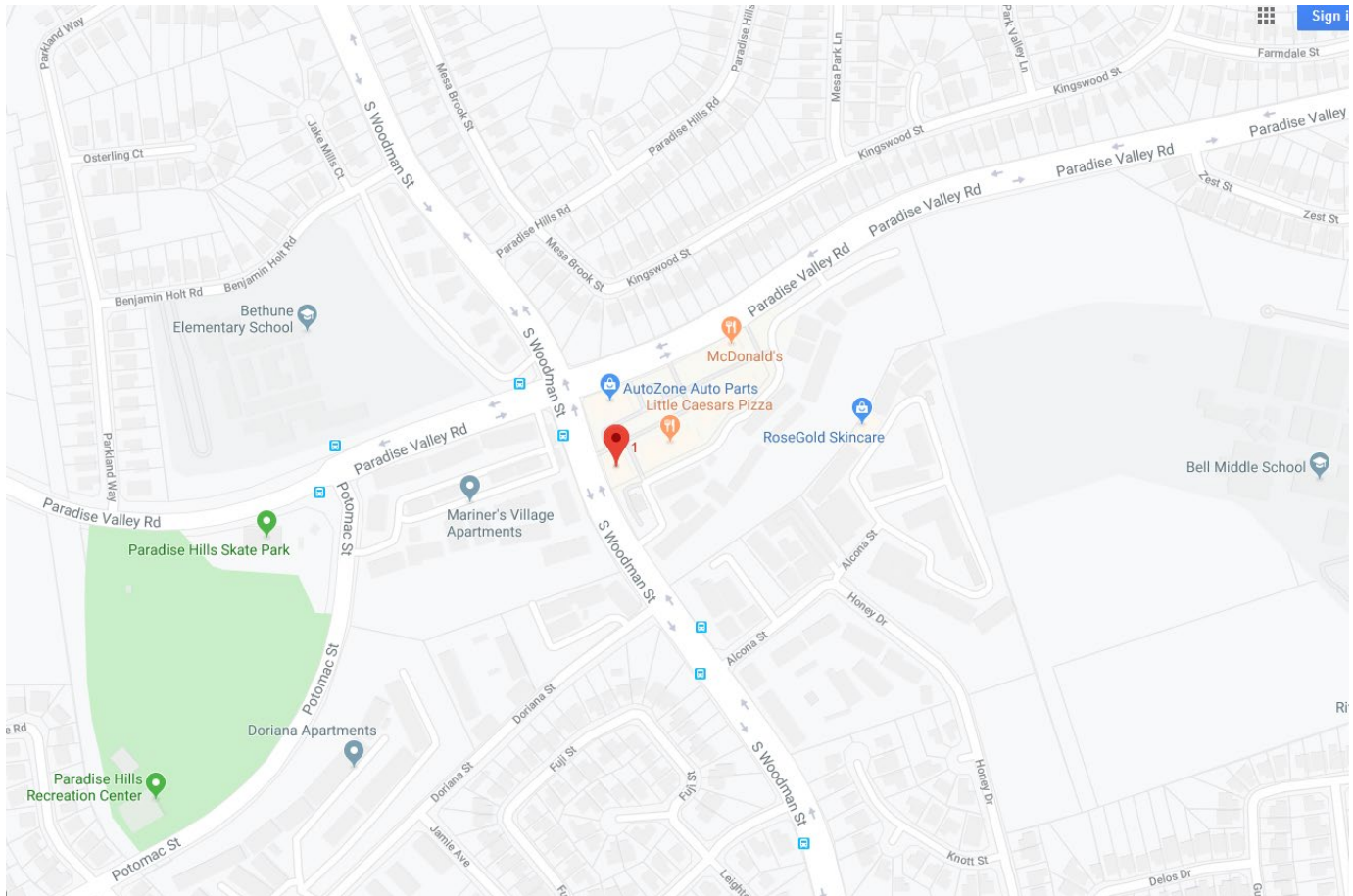
Location

Office Name: **Paradise Hills Cadet Corp- CSSD**

Office Address: 6907 Paradise Valley Road, Unit 1, San Diego, CA 92139

Office Public Phone Number: 858-678-2020

Office Fax Number: 619-472-6641



Paradise Hills Cadet Corp Aerial Map



Location

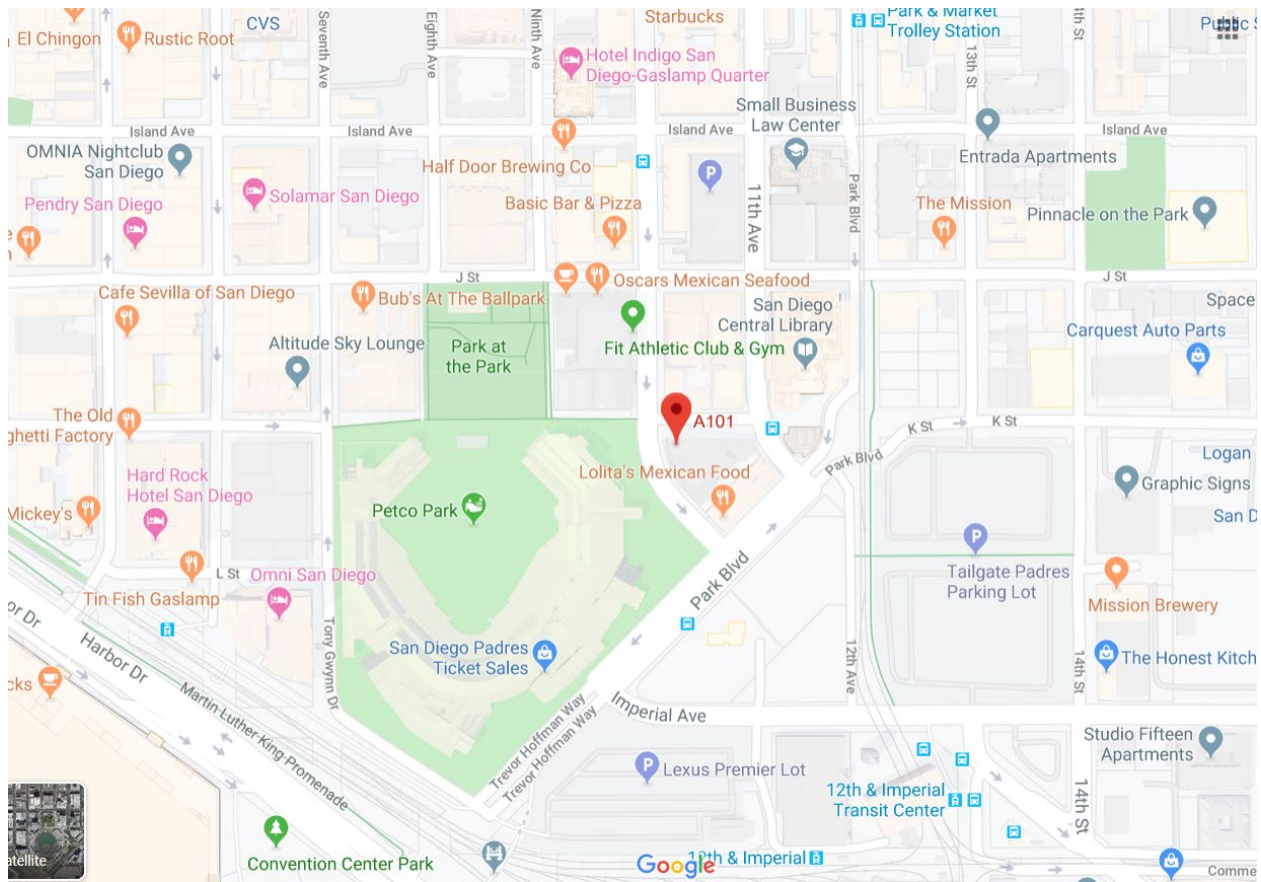
Resource Center (RC) Name: **Petco Park - CSSD**

RC Address: 1091 K St., Ste. A101, San Diego, CA 92101

In downtown San Diego, east of Petco Park

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Petco Park Aerial Map



Location

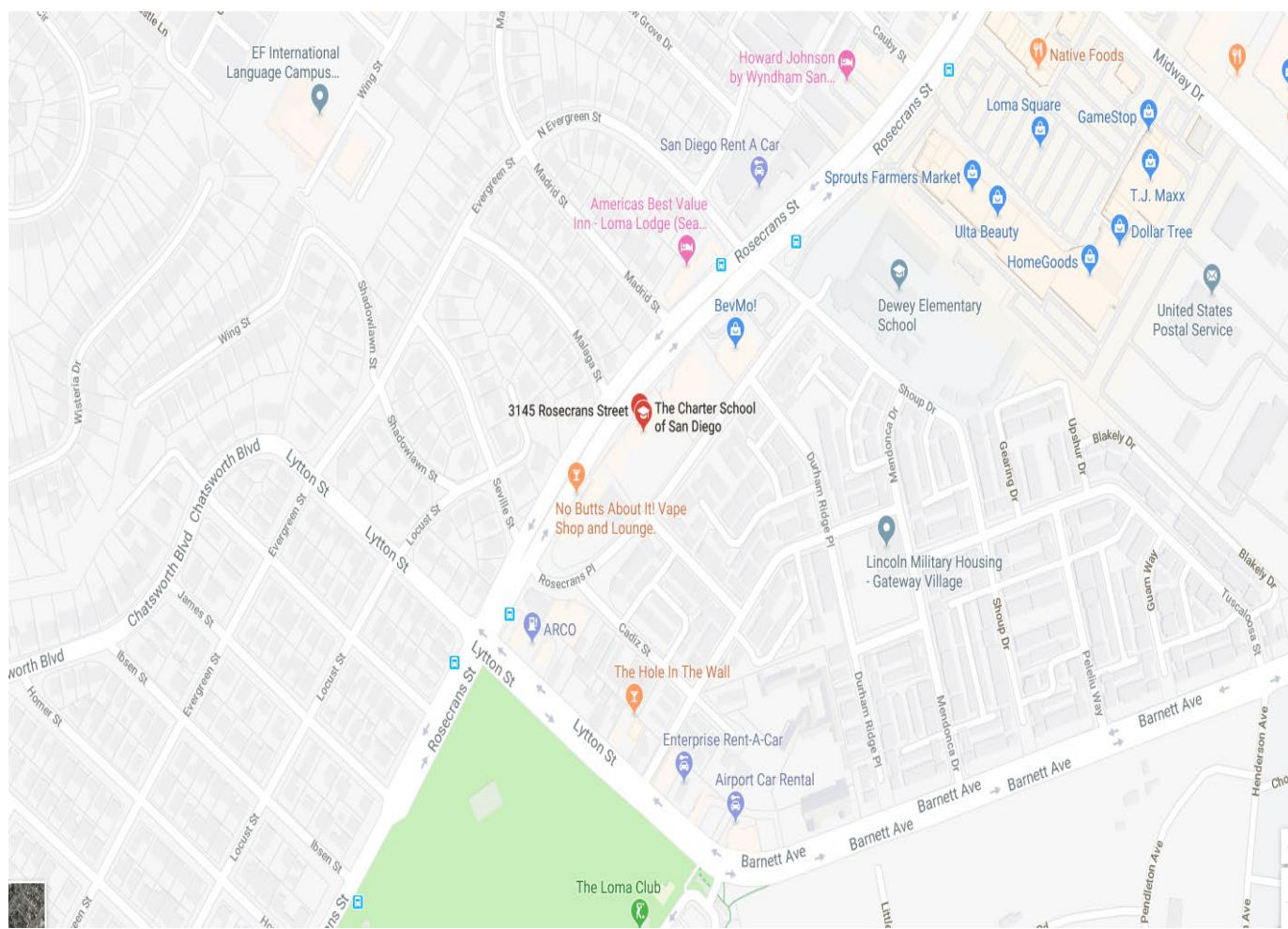
Resource Center (RC) Name: **Point Loma** - CSSD

RC Address: 3145 Rosecrans Street, Suite D, San Diego, CA 92110

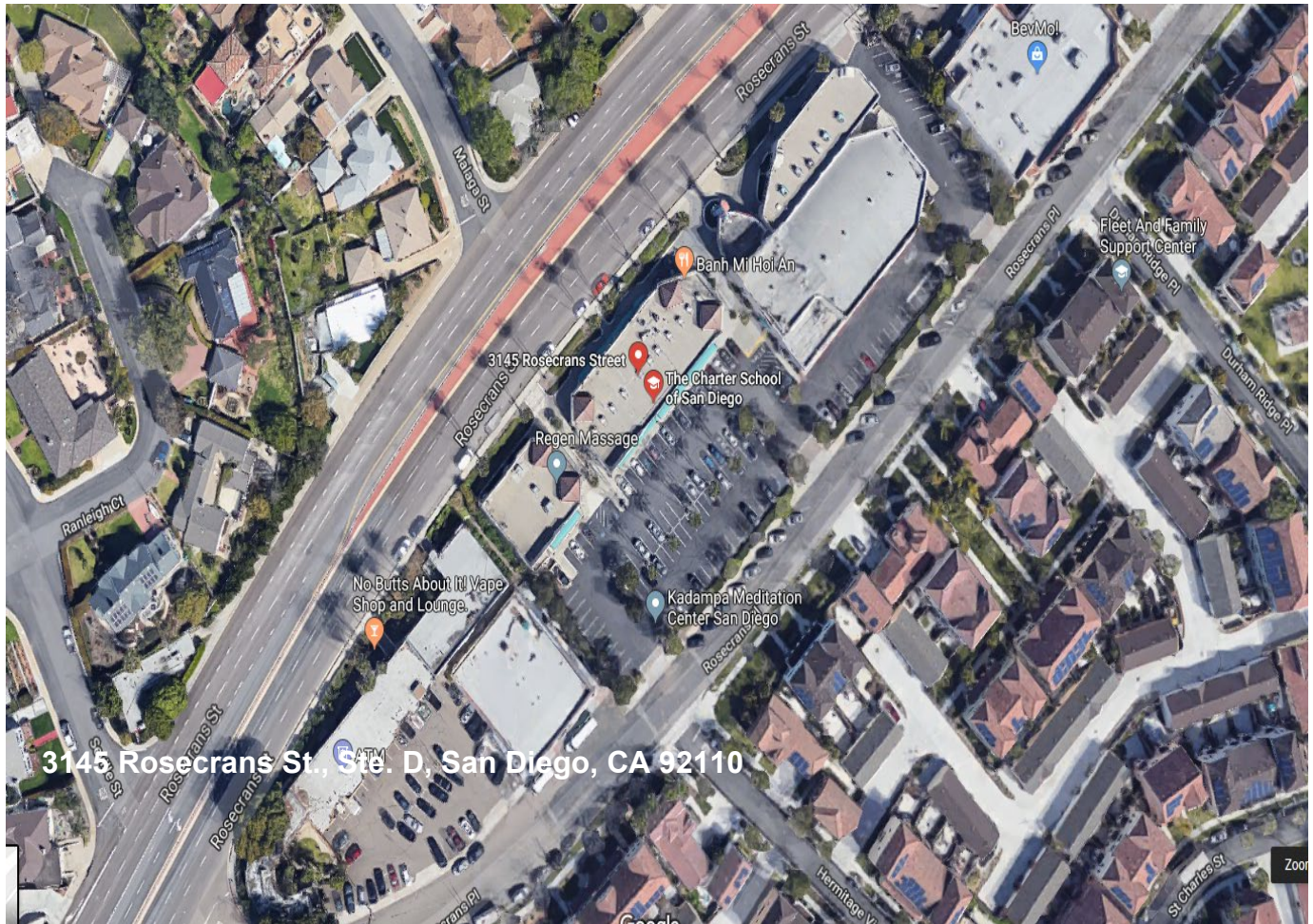
Located in center with Bookstar

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Point Loma Aerial Map



Location

Resource Center (RC) Name: **Scriptts Ranch - CSSD**

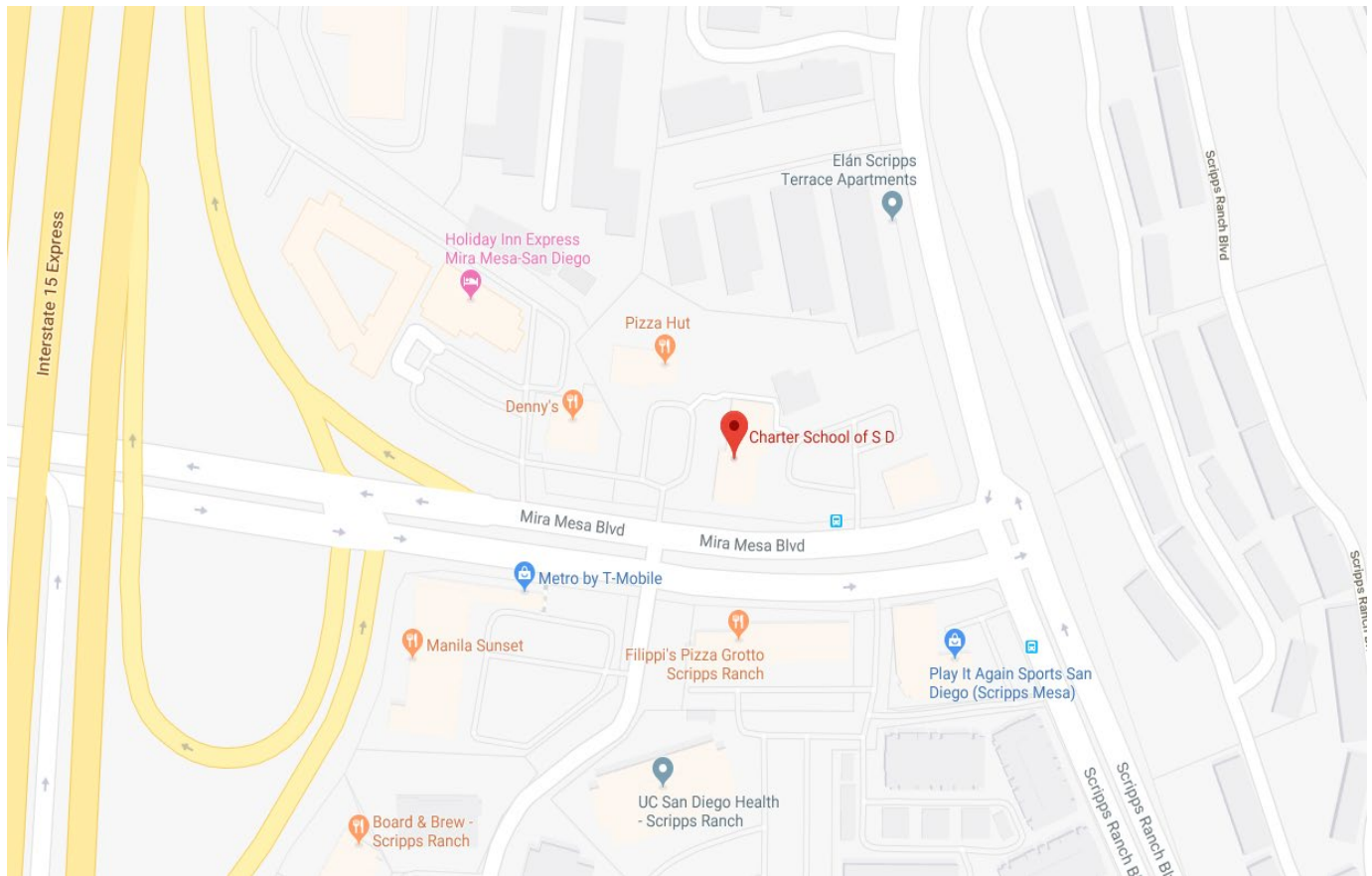
RC Address: 9910 Mira Mesa Blvd., Suite A-2, Bldg. B, San Diego, CA 92131

Same complex as Denny's, Pizza Hut and beside Ariana Kabob House

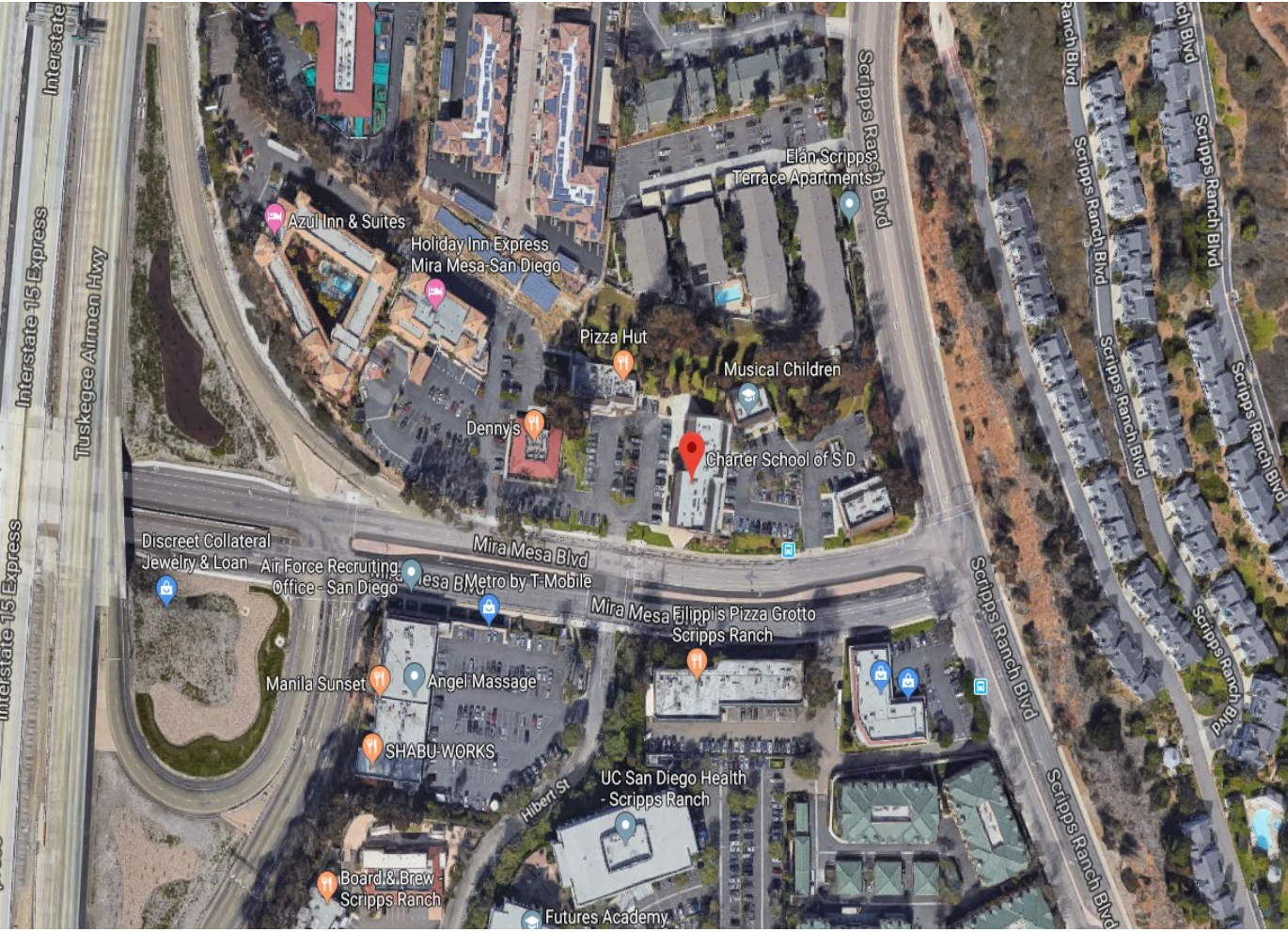
RC Public Phone Number: 858-678-2020

RC Direct Phone Number: 858-547-5995

RC Fax Number: 858-552-6660



Scripps Ranch Aerial Map



Location

Resource Center (RC) Name: **Tierrasanta - CSSD**

RC Address: 10425 Tierrasanta Blvd, Suite 101, San Diego, CA 92124

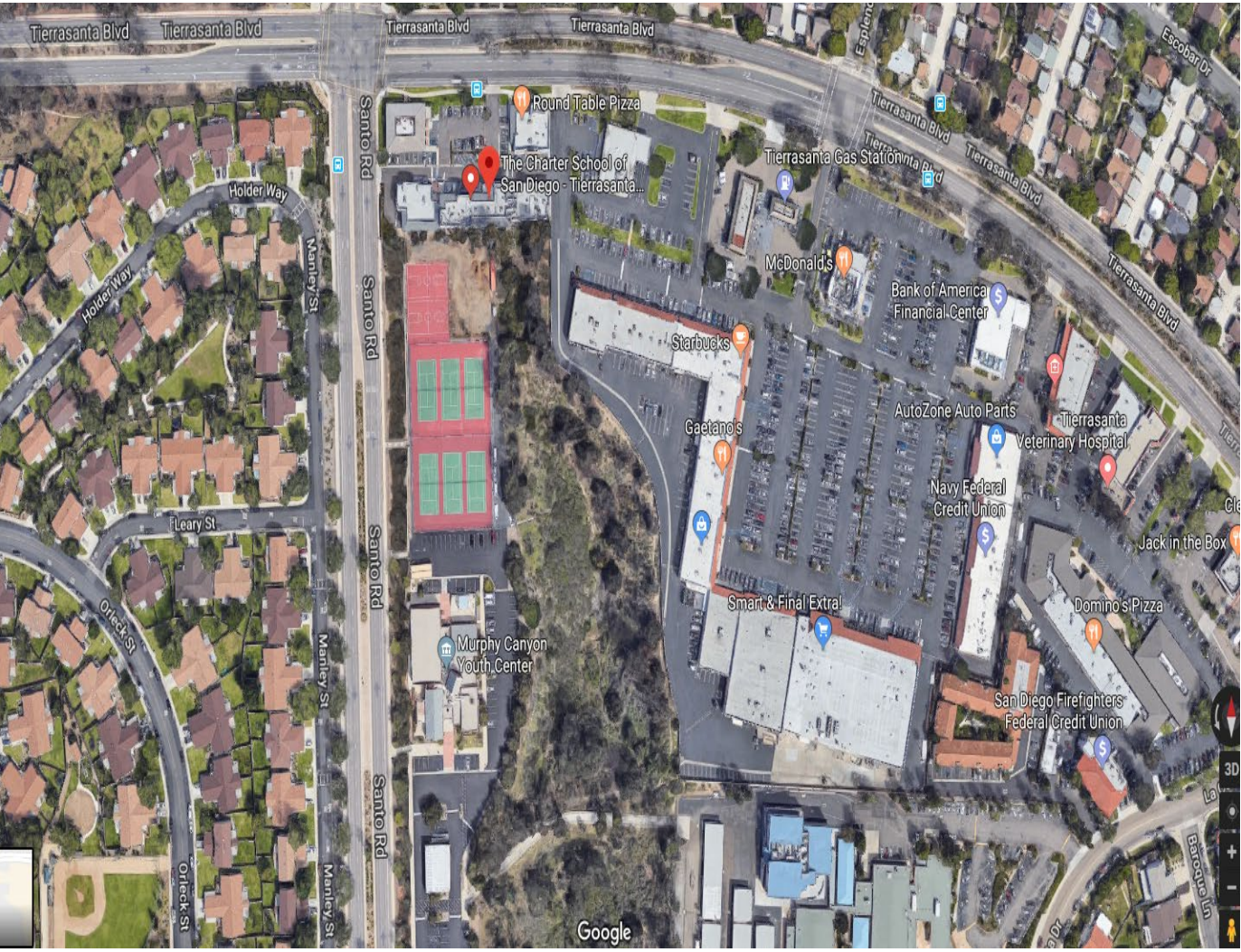
First right from the center driveway to two-story building

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660



Tierrasanta Aerial Map



Location

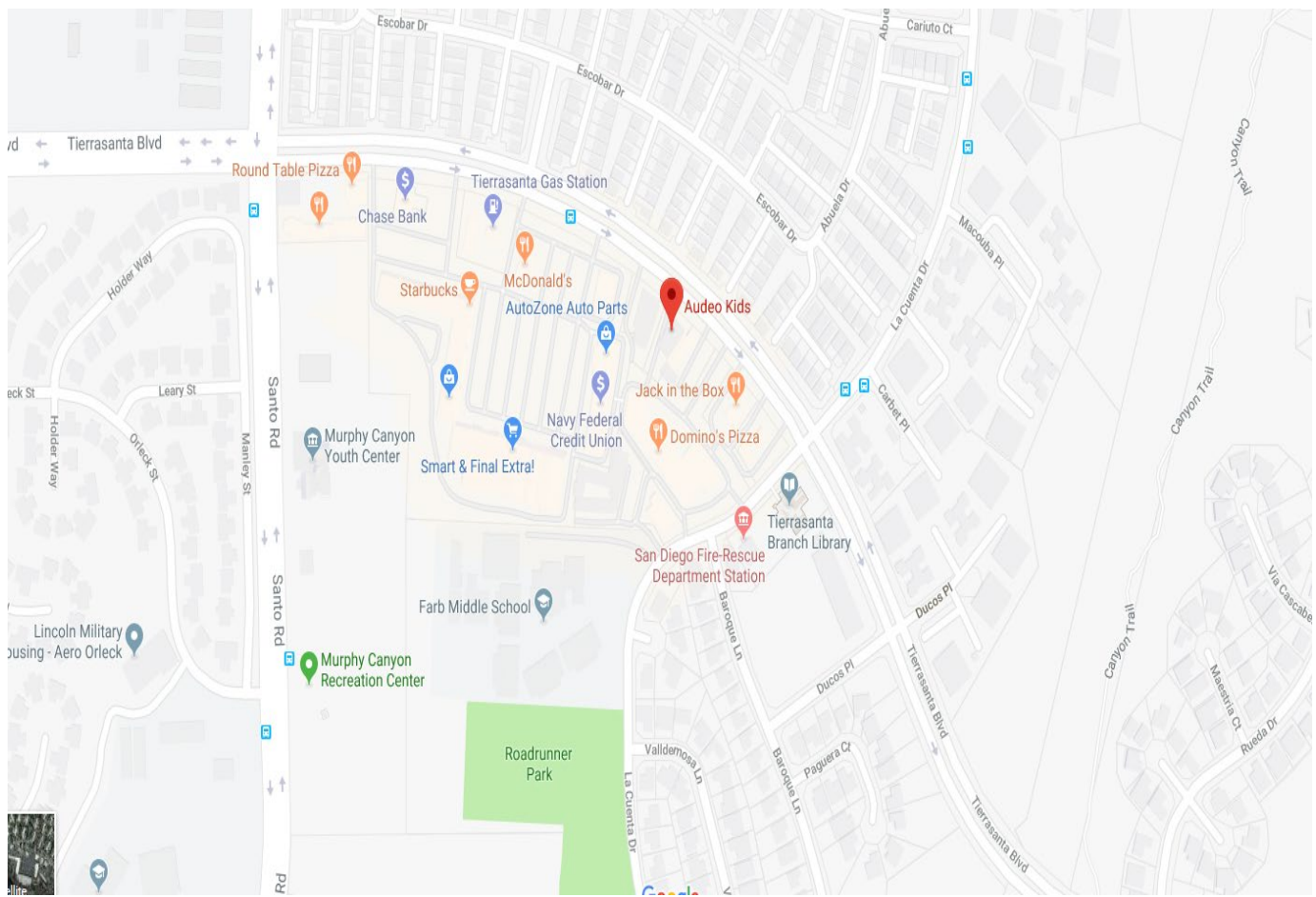
Resource Center (RC) Name: **Tierrasanta K- 5 Audeo**

RC Address: 10725 Tierrasanta Blvd., San Diego, CA 92124

Same block as 76 Gas Station, Jack in the Box beside Tierrasanta Veterinary Hospital

RC Public Phone Number: 858-678-2050

RC Fax Number: 619-280-8033



Tierrasanta K-5 Aerial Map



Location

Resource Center (RC) Name: **Woodman- CSSD**

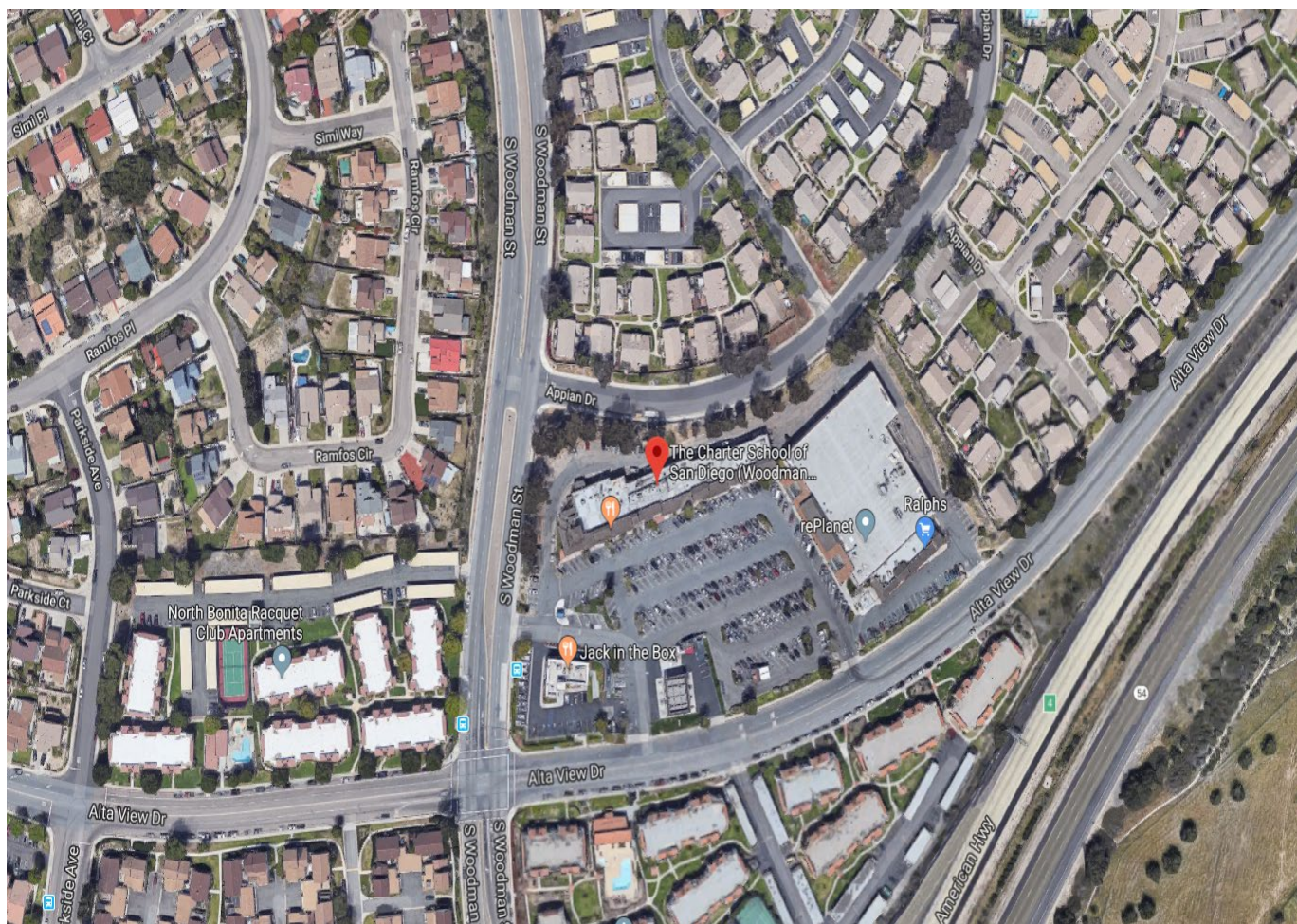
RC Address: 2939 Alta View Dr., Stes. B & C, San Diego, CA 92139

By the Ralph's Supermarket complex beside Taco Fiesta II

RC Public Phone Number: 858-678-2020

RC Fax Number: 858-552-6660





HAZARD ASSESSMENT SUMMARY

EMERGENCY NOTIFICATION INFORMATION

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The Safety Coordinator will serve as the primary notification point for emergencies at this RC. The primary or alternate Incident Commander will notify the Safety Ambassadors. Once notified, they will begin contacting public safety officers to assist the Incident Commander, pursuant to their policies and procedures.

The very next action to occur is the need to alert or warn RC staff. Methods for notifying staff include: Telephone – Landline and/or cellular, RC radio, Runners – staff and/or students, Siren System – Siren and/or bell depending upon RC, Public Announcement System (PA), Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC. Additional information is found in the School Emergency Procedure.

The Safety Coordinator will conduct an initial assessment based on available information and will advise the Incident Commander and Office of the President of the recommended actions to be taken. However, if the emergency requires immediate action, the Safety Coordinator will initiate the appropriate warnings and notifications to public safety responders without delay.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct RC resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
San Diego Police	911	619-531-2000
San Diego Fire	911	619-533-4300
San Diego Paramedics	911	619-531-2000/ 858-484-3154
San Diego Water Emergency	619-515-3525	
San Diego Gas & Electric	1-800-611-7343	

INTERNAL CONTACTS FOR CSSD and AUDEO:

CONTACT	EMERGENCY	NON-EMERGENCY
Life or limb Threatening		
Primary Contact: Executive Director	619-992-5740	858-678-2042 Business Office
CSSD Safety Coordinator	619-757-0028	858-678-2045 Business Office
Audeo Safety Coordinator	619-757-0028	858-678-2045 Business Office
CSSD School Coordinator	909-720-9216	858-678- Business Office
Audeo Home School Coordinator	619-465-2565	858-678-3919 Business Office
Audeo School Coordinator	619-729-2551	858-678- Business Office
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Business Office
Communications Office	858-678-4811	

EMERGENCY RESOURCE INFORMATION

Emergency Disaster Kit

This RC maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. RC personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Bull Horn – recommend a minimum of one
- ☑ Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie-talkies)
- ☑ Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately)
- ☑ Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- ☑ Rosters - recommend a minimum of one set per room sorted by alphabet
- ☑ Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- ☑ Pencils & Pens - recommend one each per Incident Command Team member (34)
- ☑ Copies of Forms
- ☑ Chalk - recommend twenty-five sticks, red in color
- ☑ 3x5 Cards – recommend one hundred
- ☑ Department or RC Placards
- ☑ First Aid & Medical Team Supplies
- ☑ Search and Rescue Team Supplies
- ☑ Vests for Key Personnel – recommend a total of 17 for Incident Command Team members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Four)

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Crisis Response Boxes

This RC maintains 1 Crisis Response Box

The Crisis Response Boxes are located: Janitorial Closet and each Support Team Member

The Crisis Response Boxes are a file folder type- boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established. The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, RC numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of RC layout. Map must show **all** buildings, RC numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent year book.
- ☑ Telephone numbers listed in numerical order for each RC/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The Incident Commander will work with Safety Coordinator on conducting an inspection during October of each year. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: Incident Commander
Alternate: Operations Chief

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. The information in this guide is drawn directly from the School's Emergency Procedures. Each RC and office has been equipped with a copy of the guide. The guide provides basic direction for

teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually. Replacement copies are available through the Operations Department.

EMERGENCY OPERATIONS OVERVIEW

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain in the RC to carry out assigned responsibilities. RC staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teachers will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety Coordinator is responsible for annual plan review. Appropriate changes or modifications shall be forwarded by the Incident Commander to the Safety Coordinator for approval prior to any distribution. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the Incident Commander and the Safety Coordinator.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual trainings for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related

resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the Incident Commander and School Safety Coordinator.

The Incident Commander will coordinate annual exercises for all staff as outlined in the School Emergency Procedures.

INCIDENT COMMAND TEAM OVERVIEW

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one “position”. (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to “cluster” certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander** – responsible for overseeing the RC emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
 - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
 - **Public Information Officer** – acts as official spokesperson for the RC in an emergency situation, until the School’s Communications Officer is available
 - **Liaison Officer** – serves as the point-of-contact for agencies outside of the School’s organization.
- **Operations Chief** – manages direct response to the RC emergency
 - **Facility Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
 - **Search & Rescue Leader and Team** – checks RC for damage, rescues victims, and reports RC conditions
 - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
 - **Student/Parent Reunification**
 - **Assembly Area** – ensures the care and safety of all students in RC (except those in the Medical Treatment Area)

- **Request Gate** – processes requests by parents or authorized adults for release of students
- **Release Gate** – releases student to parent or authorized adult
- **Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident
 - **Documentation** – collects, evaluates, and documents event
 - **Situation Analysis** – assesses the overall incident
- **Logistics Chief** – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
 - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- **Finance & Administration Chief** – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The Emergency Operations Center (EOC) located at the Corporate Offices may be activated to support RC emergency operations. In the event that the EOC is activated, the Incident Commander will establish communications and coordinate closely with the EOC.

It's important that the Incident Command Team refer to both the Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

Notification to Staff of Dangerous Students

- a. The administration will inform the School Coordinators of information received from the court and the Probation Department. The School Coordinators shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.
- b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.
- c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.
- d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

The Audeo Charter School and The Charter School of San Diego are committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Audeo and CSSD shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Audeo and CSSD may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the Executive Director at (858) 678-2042 for resolution. If not resolved, contact: The President of the Board, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Resource Center Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to the resource centers. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home.

Unacceptable dress includes, in part, the following:

- ❑ Pants sagging below the waist
- ❑ Beachwear or sleepwear, including bedroom slippers
- ❑ Shorts/skirts that are above mid-thigh
- ❑ Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- ❑ Visible undergarments (including boxer shorts, bras, etc.)
- ❑ Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- ❑ Clothing that uses vulgar/profane language and/or images
- ❑ Head coverings such as, hats, bandanas, beanies, or do-rags

Going To and From Resource Center Safely

Everyday, millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Audeo and CSSD students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Audeo and CSSD students and parents to help prepare all the students for a safer journey.

1. Every Audeo and CSSD student will have set schedule for arrival and departure from the resource center. When a student fails to arrive for their appointment and has not notified the resource center for the absence, his or her teacher will call home to ensure the student is safe.
2. Every student, parent or guest is required to sign-in and out each time they arrive and depart the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.
3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.
4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.
5. Parents will be encouraged to walk the route to and from resource centers with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.
6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.
7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a **resource center** staff member, parent, or another trusted adult. If an adult approaches a student for help or

directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.
9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a resource center staff member, parent, or another trusted adult what happened.
10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.
11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a resource center staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.
12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from the resource center a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

All Audeo and CSSD staff and students shall review resource center evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted on the resource center. If there is a need for evacuation from the resource center, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted resource center evacuation plan
- Designated staff take along emergency release binder, student sign-in sheets, emergency materials specified in disaster preparedness plan
- Using student sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, Learning Lead or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situations and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

The Audeo Charter School and The Charter School of San Diego are, and will remain, “a safe place” for students and adults.

Audeo and CSSD staff believe that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high- quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student’s progress and behavior.

SECTION THREE

EMERGENCY PROCEDURES

EVACUATION PROCEDURE

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary. The Safety Ambassador, in coordination with the Incident Commander is responsible for activating the evacuation notification procedures for RC-level personnel. Additional information pertaining to RC evacuations can be found in Emergency Procedures.

The signal for evacuation is:

short interrupted blast.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone, radio or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each RC and department have developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation area. All staff will be trained to conduct rapid visual and verbal “sweeps” of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: Incident Commander

Alternate: Operations Chief

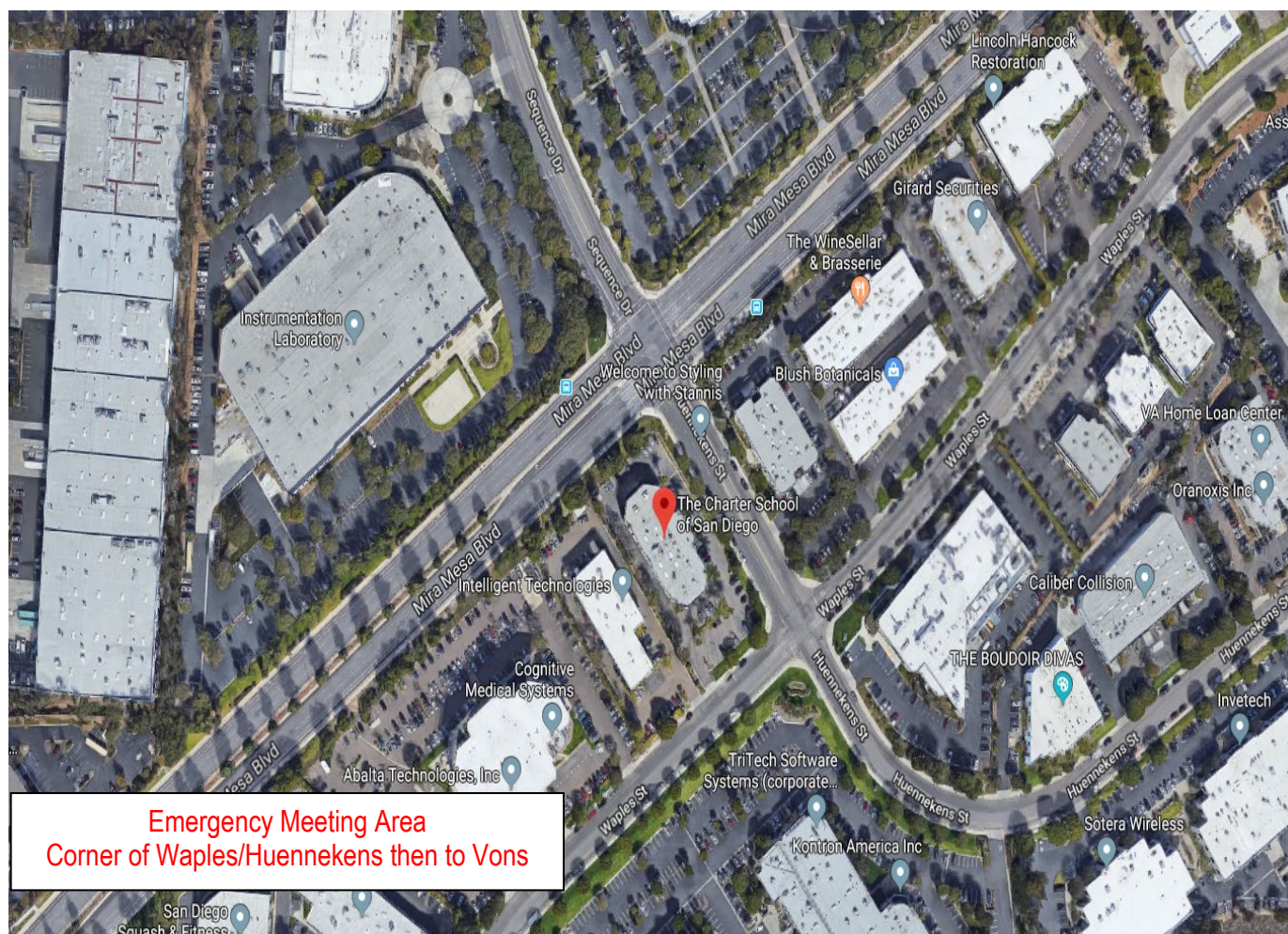
Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated emergency meeting area.

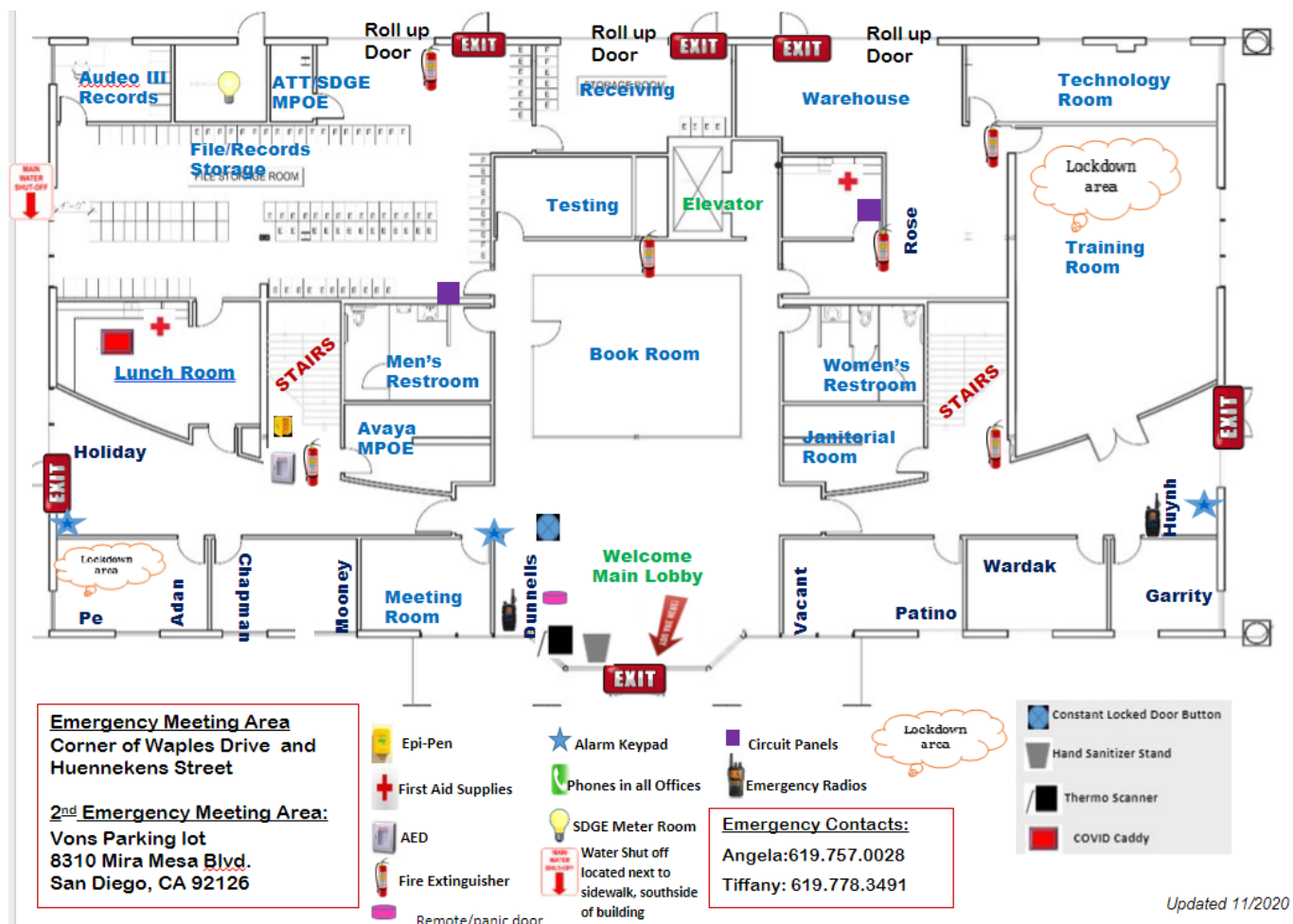
Sorrento Mesa Corporate Office: 10170 Huennekens Street, San Diego, CA 92121

Cross Street: Corner of Mira Mesa Blvd and Huennekens Street

Emergency Meeting Area: Corner of Waples and Huennekens then to Vons



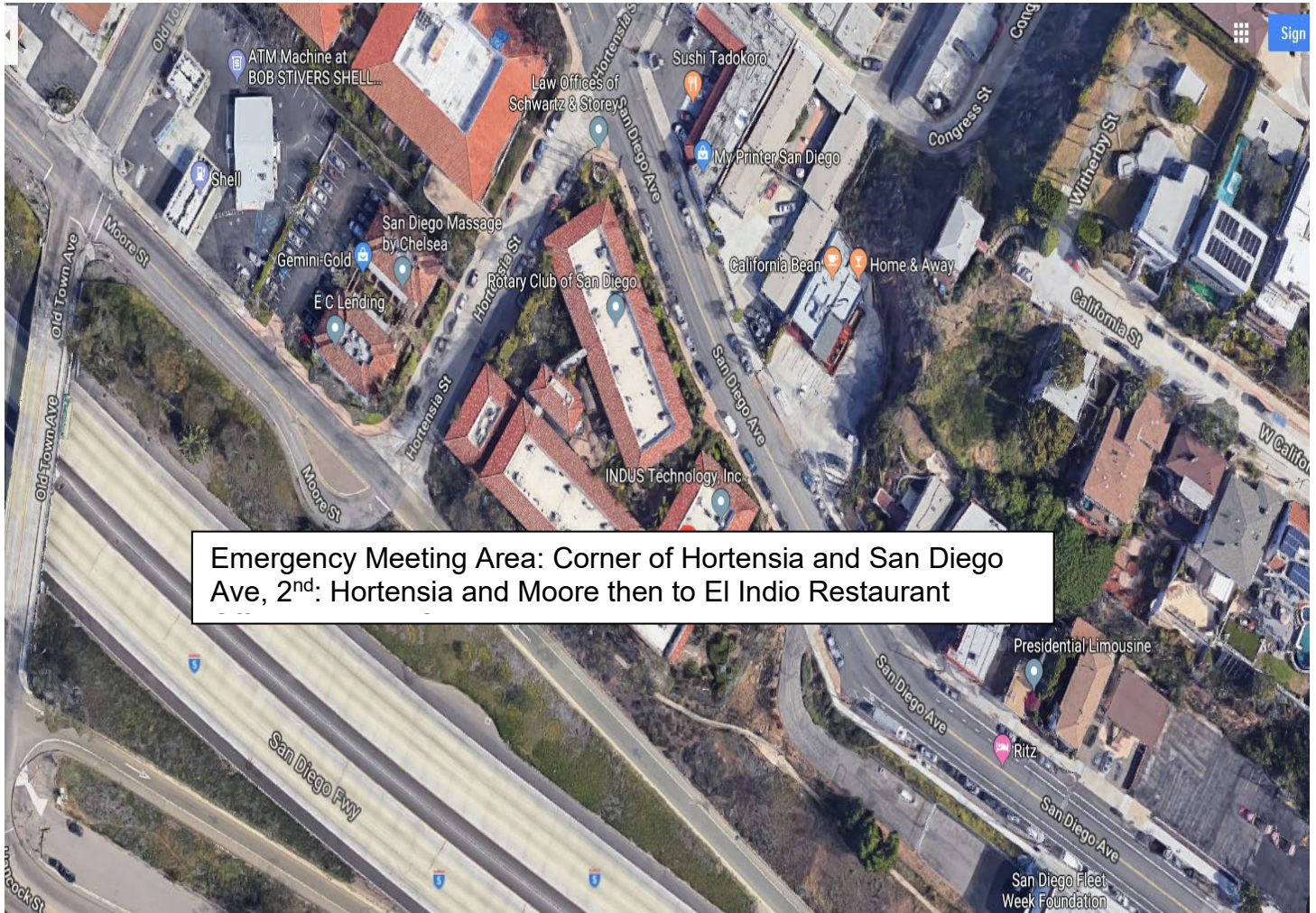
Sorrento Mesa Plan



Old Town Service Center: 2243 San Diego Avenue, Ste. 115, San Diego, CA 92110

Cross Street: Hortensia St. Corner San Diego Avenue

Emergency Meeting Area: Corner of Hortensia and San Diego Avenue; 2nd: Hortensia and Moore then to El Indio Restaurant Off Washington Street Exit



Old Town Plan

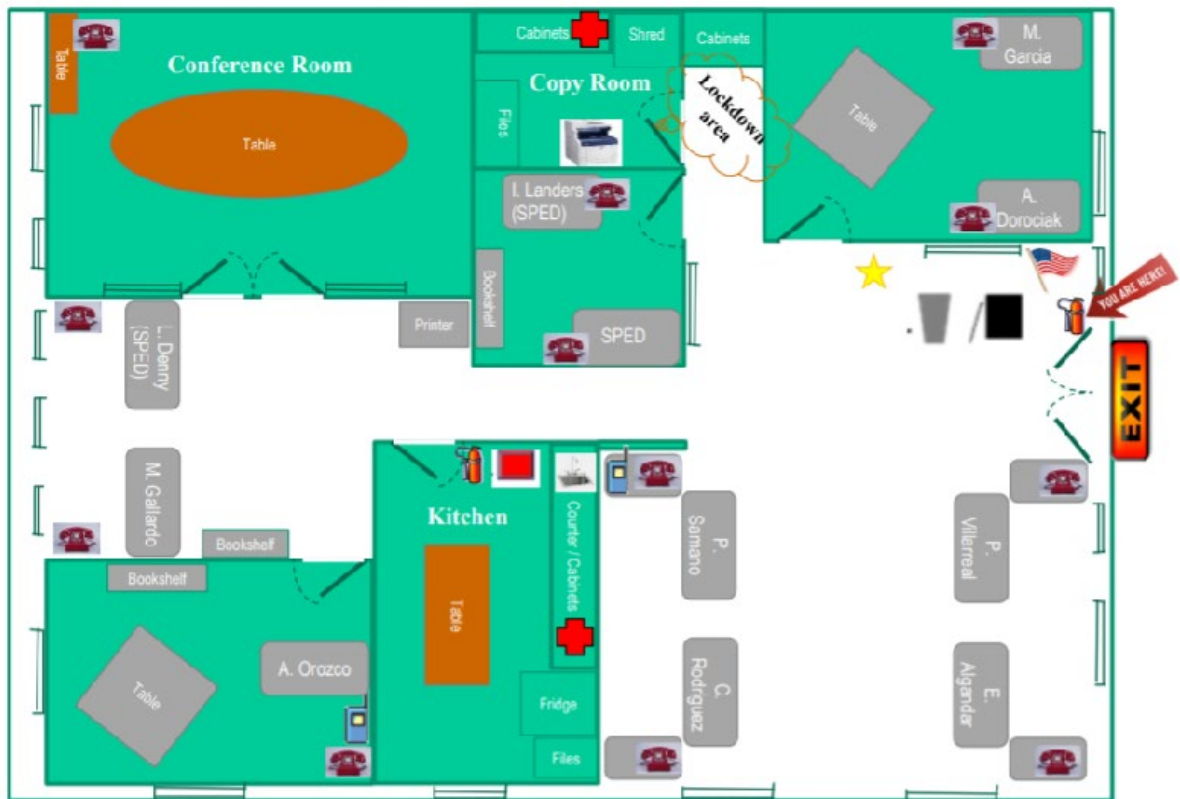
Executive Safety Committee:

Tiffany Y: 858.678.2041, c 619.778.3491

Angela N: 858.678.2045, c 619.757.0028

Tim Tuter: 858.678.2042, c 619.992.5740 Eleanor Pe: 858.678.2036

The Charter School of San Diego- Old Town Office
2245 San Diego Avenue, Suite 115, San Diego, CA 92110
858-678-4802 phone 619-299-6127 fax



Evacuation meeting area:

1st-Home and Away parking lot located off of Hortensia and San Diego Avenue

2nd-On the meridian located off of Hortensia and Moore Street

Off-site meeting area: El Indio Restaurant off Washington Street exit

Updated: 01/06/2021

Covid Caddy ThermoScan / Hand sanitizer



First Aid/ Medical Supplies



Main shut off located in P2 parking lot-room



All office's have individual phone lines



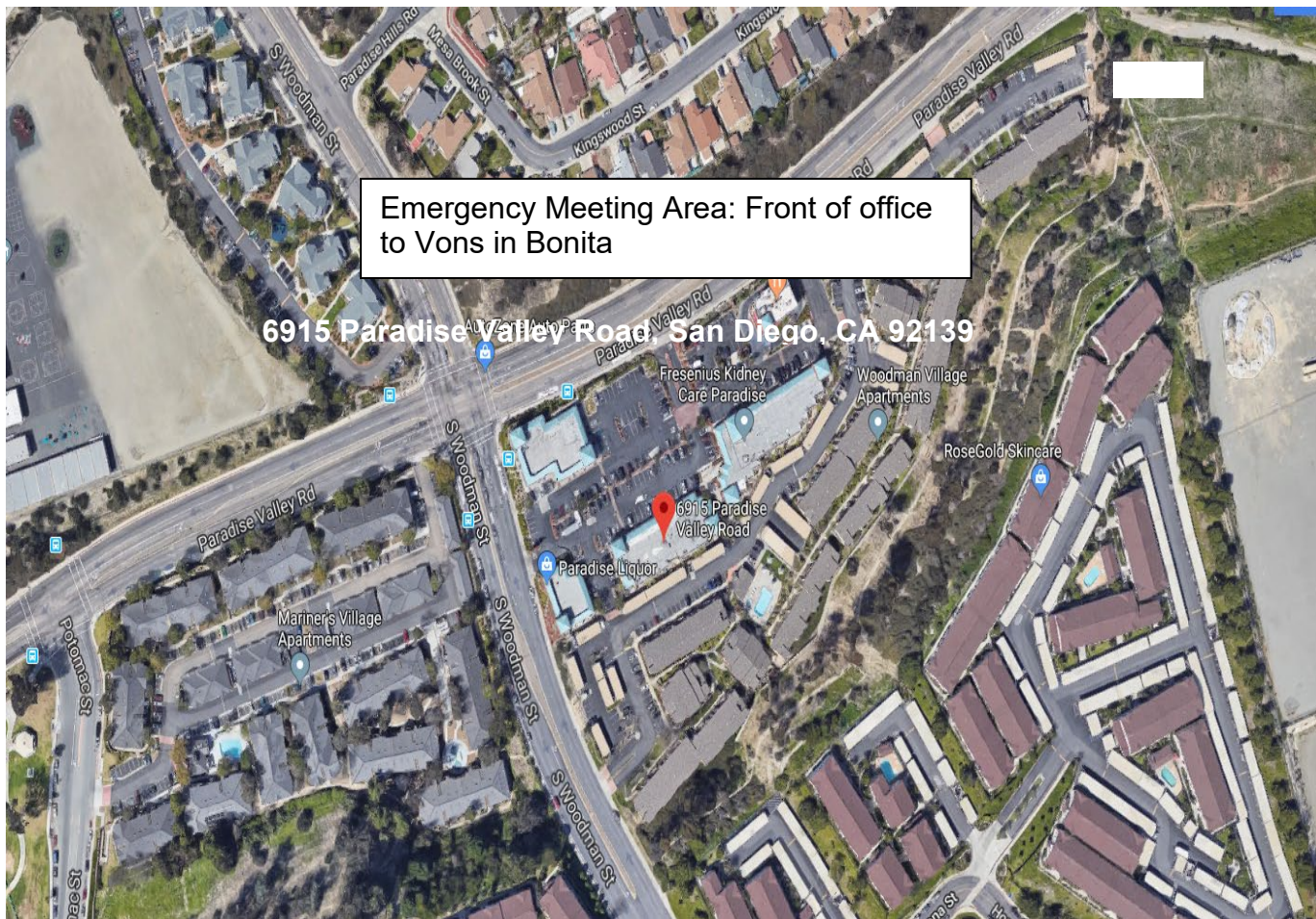
Circuit breaker



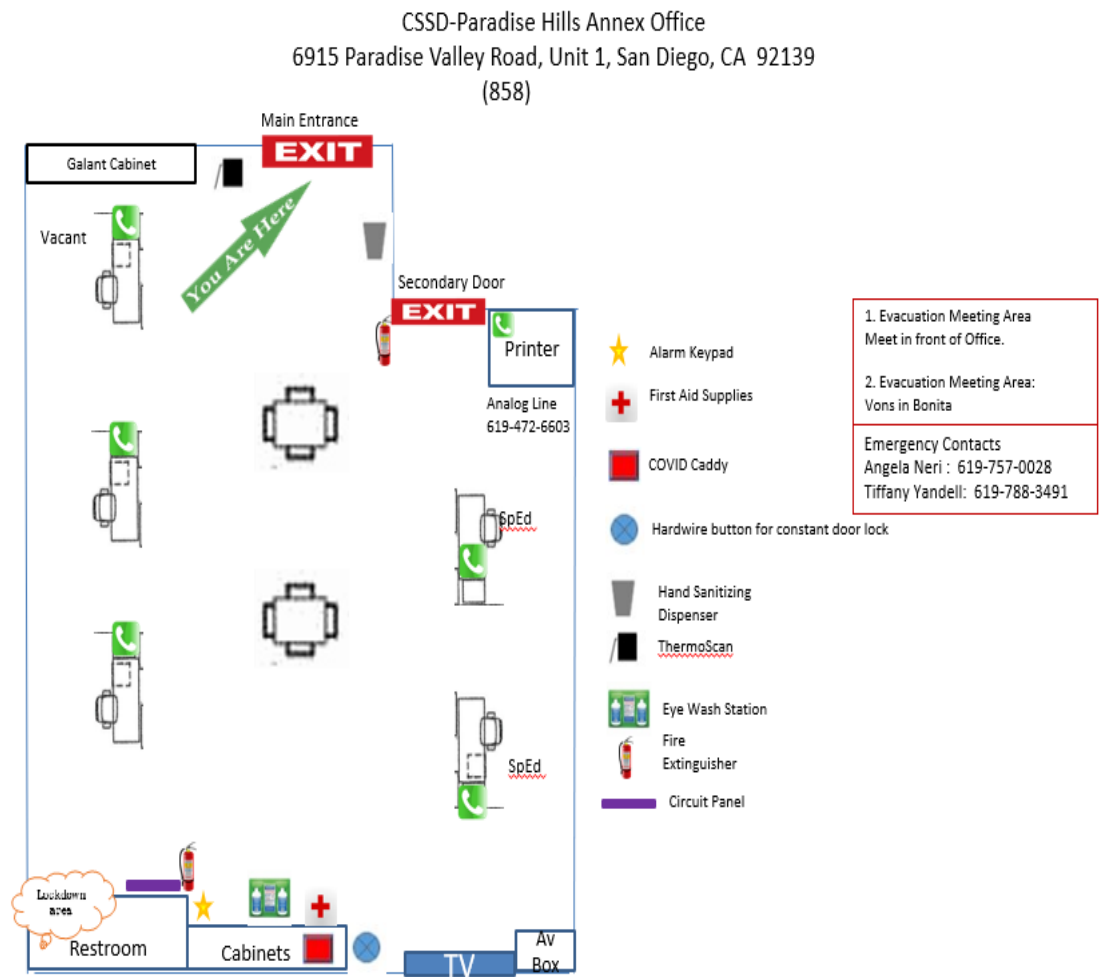
Fire Extinguisher



Safety Radio



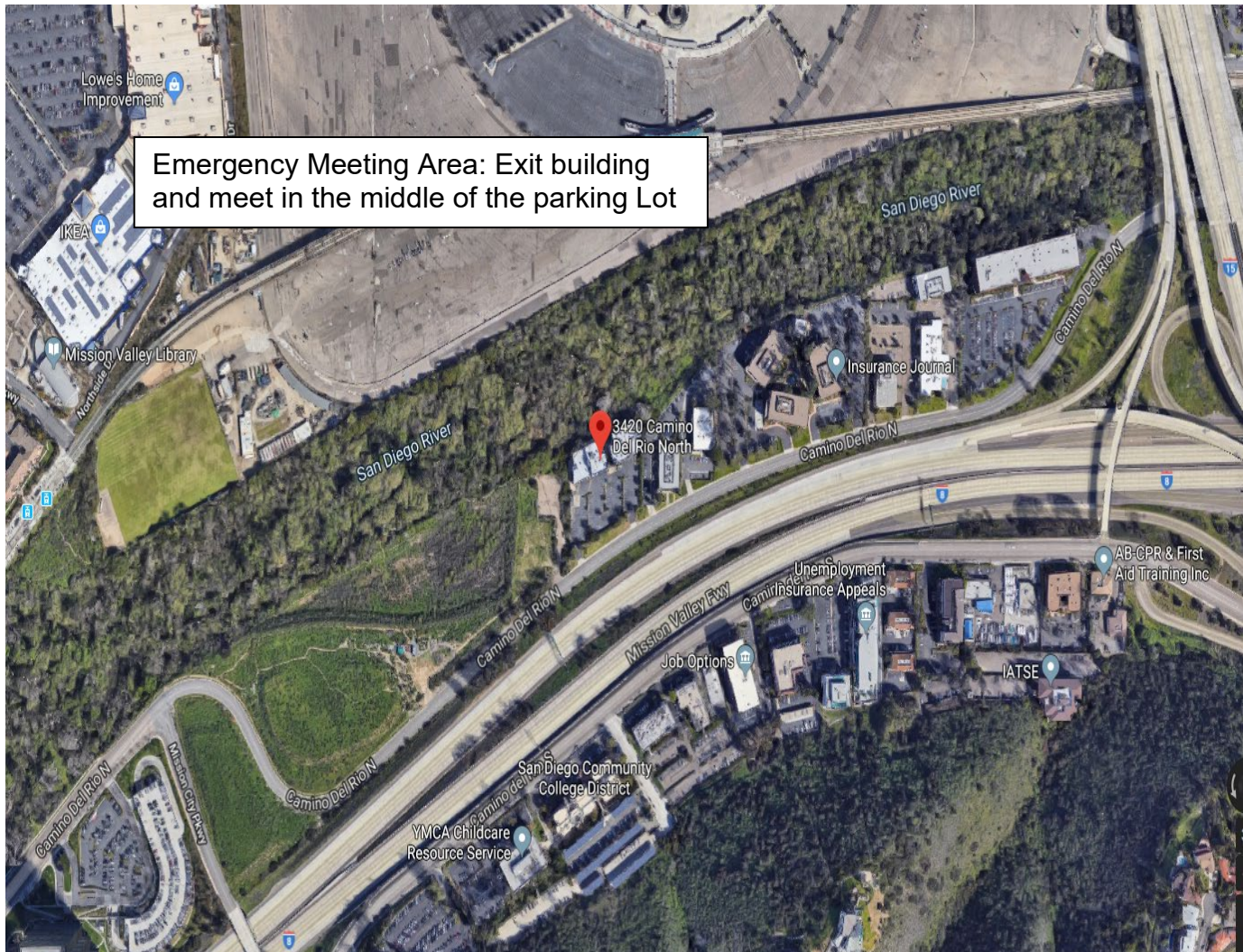
Paradise Hills Annex Office Plan



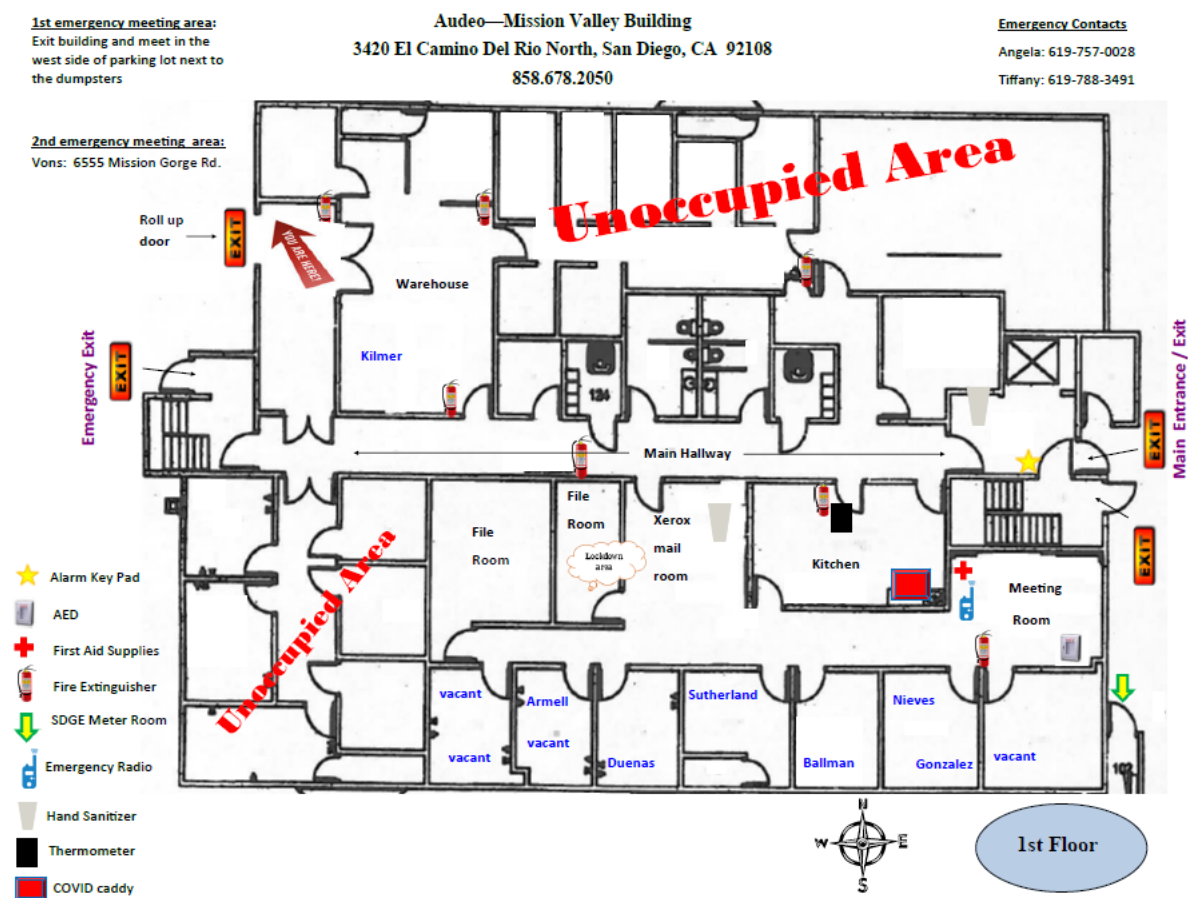
Mission Valley West Building: 3420 El Camino Del Rio North, San Diego, CA 92108

Cross Street: Mission City Parkway

Emergency Meeting Area: Middle of the parking lot



Mission Valley West Building Plan



Clairemont: 4340 Genesee Ave., Ste. 109, San Diego, CA 92117

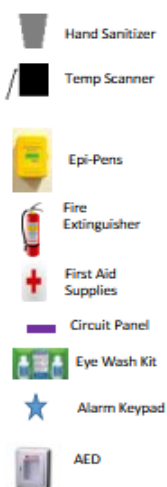
Cross Street: Corner of Genesee Avenue and Mt. Etna Drive

Emergency Meeting Area: Meet at El Pollo Loco Parking Lot then Liberty Medica Dental Parking Lot



Clairemont Plan

The Charter School of San Diego
4340 Genesee Avenue, Suite 109
San Diego, CA 92117
858-678-2020



1st Emergency Meeting Area

Go out EAST EXIT and walk to El Pollo Loco parking lot.

2nd Emergency Meeting Area

Go out EAST EXIT, turn right, and Walk to Liberty Park Medical Dental parking lot.

Emergency Contacts

Angela : 619-757-0028
 Tiffany: 619-788-3491



College Avenue: 4585 College Ave., Stes. C1 & C2 San Diego, CA 92115

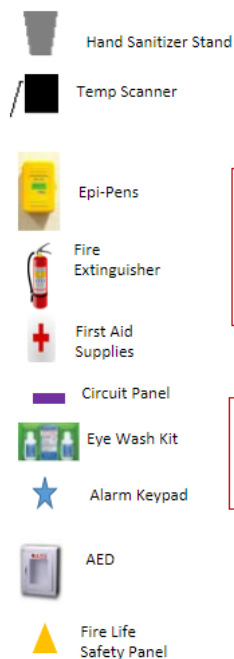
Cross Street: El Cajon Blvd.

Emergency Meeting Area: Rear Door to Lawn then to Front of Vons



College Avenue Plan

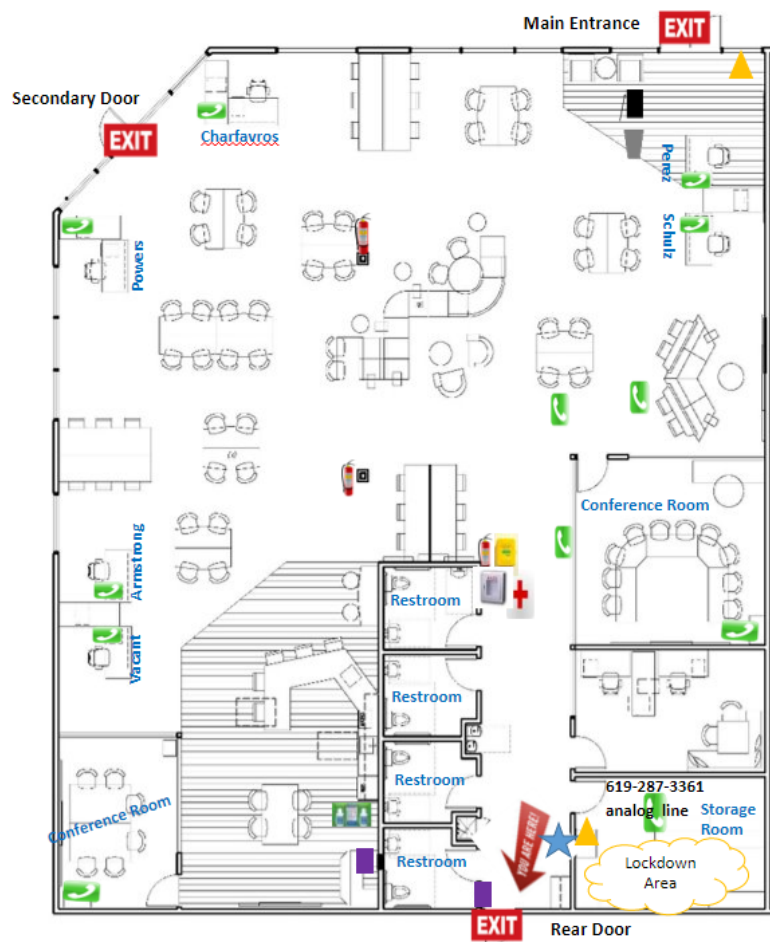
The Charter School of San Diego
College Avenue Resource Center
4585 College Avenue, Suite C
San Diego, CA 92115
858-678-2020



1st Emergency Meeting Area
 Exit rear door, walk to lawn

2nd Emergency Meeting Area
 Exit main door to the right. Meet in front of Vons

Emergency Contacts
 Angela : 619-757-0028
 Tiffany: 619-788-3491



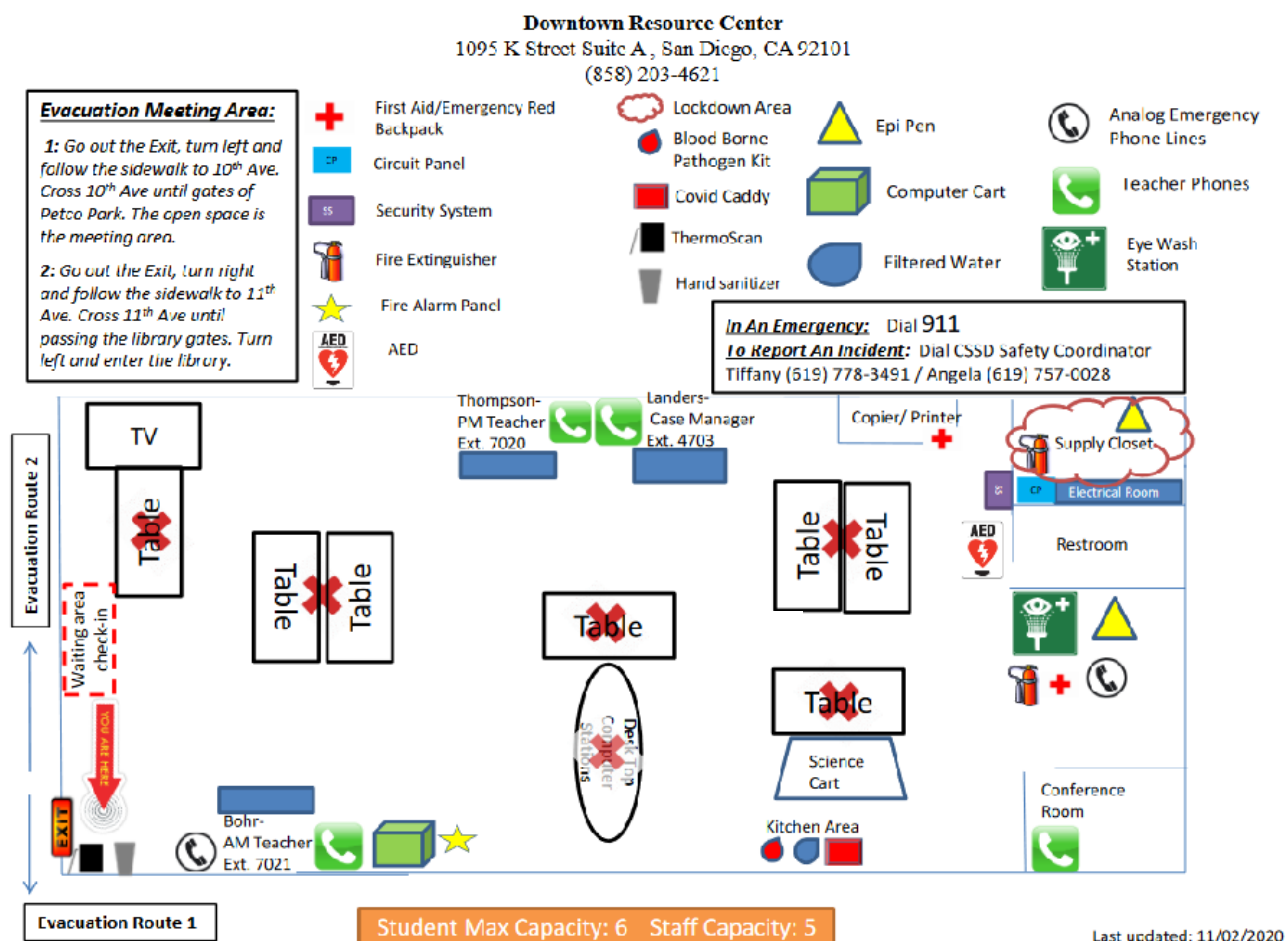
Downtown: 1095 K Street, Suite A, San Diego, CA 92101

Cross Street: 11th Street

Emergency Meeting Area: 10th Avenue to open space until gates of Petco Park then to the San Diego Central Library



Downtown Plan



Euclid: 220 Euclid Avenue, Suite 80, San Diego, CA 92114

Cross Street: Imperial Avenue

Emergency Meeting Area: Meet next to marquee on grass area to St. Rita's Church, corner of Imperial Avenue



Euclid Plan

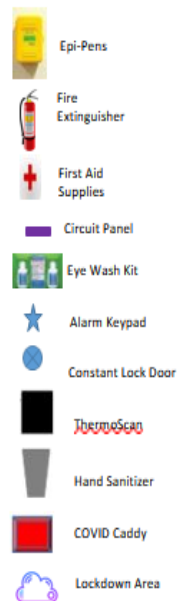


The Charter School of San Diego
Euclid Resource Center
220 Euclid Avenue, Suite 80
San Diego, CA 92114
858-249-7004

1st Emergency Meeting Area
 Exit main door, turn right and walk down sidewalk. Meet next to the marquee sign on grass area

2nd Emergency Meeting Area
 Exit main door, go to the right and up street to St Rita's Church on corner of Imperial and Euclid

Emergency Contacts
 Angela : 619-757-0028
 Tiffany: 619-788-3491



Kearny Mesa: 7520 Mesa College Drive, San Diego, CA 92111

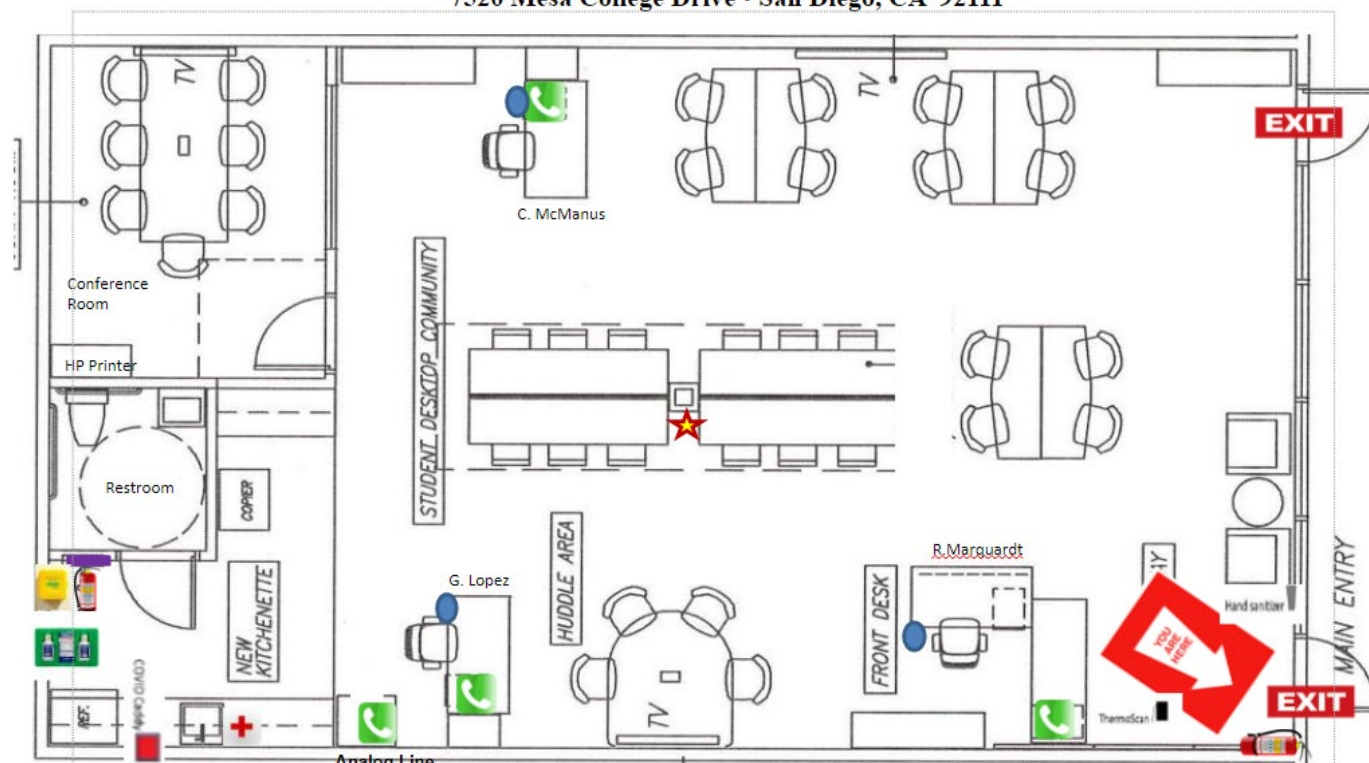
Cross Street: Ashford Street

Emergency Meeting Area: Grass adjacent to Parking Lot



Kearny Mesa Plan

Audeo Charter School • Kearny Mesa Resource Center 7520 Mesa College Drive • San Diego, CA 92111



Emergency Contacts

Angela: 619-757-0028
Tiffany: 619-788-3491

Off-Site Meeting Area

grass adjacent to RC parking lot

Analog Line
858-627-7295



Eyewash Station

Thermostat

Hand sanitizer

COVID Caddy



Epi-Pens



Fire Extinguisher



Alarm Panel

Circuit Panel



First Aid Supplies



Telephone



Constant Door Lock

La Jolla: 7458 (7456) Girard Avenue, La Jolla, CA 92037
Cross Street: Pearl Street & Drury Lane
Emergency Meeting Area: Front of the RC then to CVS



La Jolla Plan

Audeo – La Jolla Resource Center 7458 Girard Avenue, La Jolla 92037



Lake Murray: 8776 Lake Murray Blvd., San Diego, CA 92119

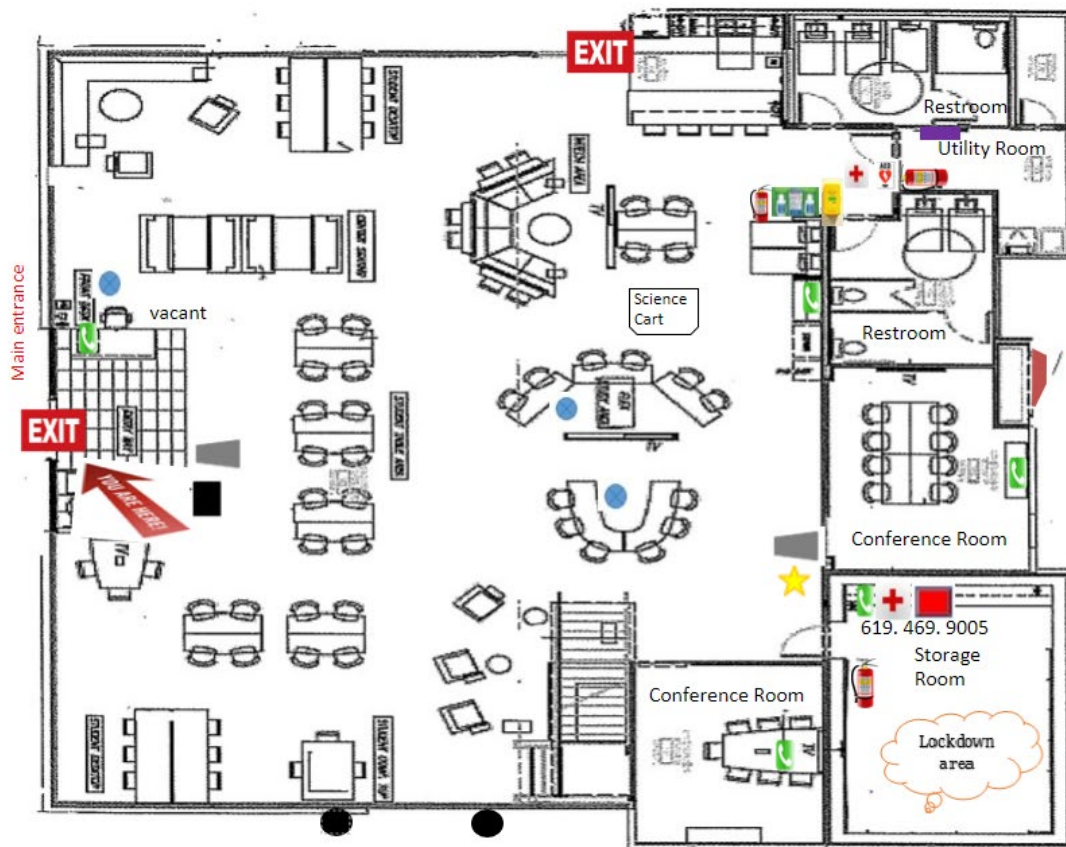
Cross Street: Navajo Road

Emergency Meeting Area: Sidewalk near the west door away from the eaves of the building to area near the dumpster



Lake Murray Plan

CSSD – Lake Murray Resource Center • 8776 Lake Murray Boulevard, San Diego, CA 92119



Evacuation Meeting Area #1

Students exit the RC from the side door and meet on the sidewalk away from the eave of the building.

Evacuation Meeting Area #2

Students exit the RC from the front entrance and meet near the dumpster.

Emergency Contacts

Tiffany: 619-788-3491

Angela : 619-757-0028



Epi-Pens



Fire Extinguisher



First Aid Supplies



Circuit Panel



Eye Wash Kit



Alarm Keypad



Water Shut-off /back flow cages



SDGE Meter Room



AED Unit



ThermoScan



Hand sanitizer

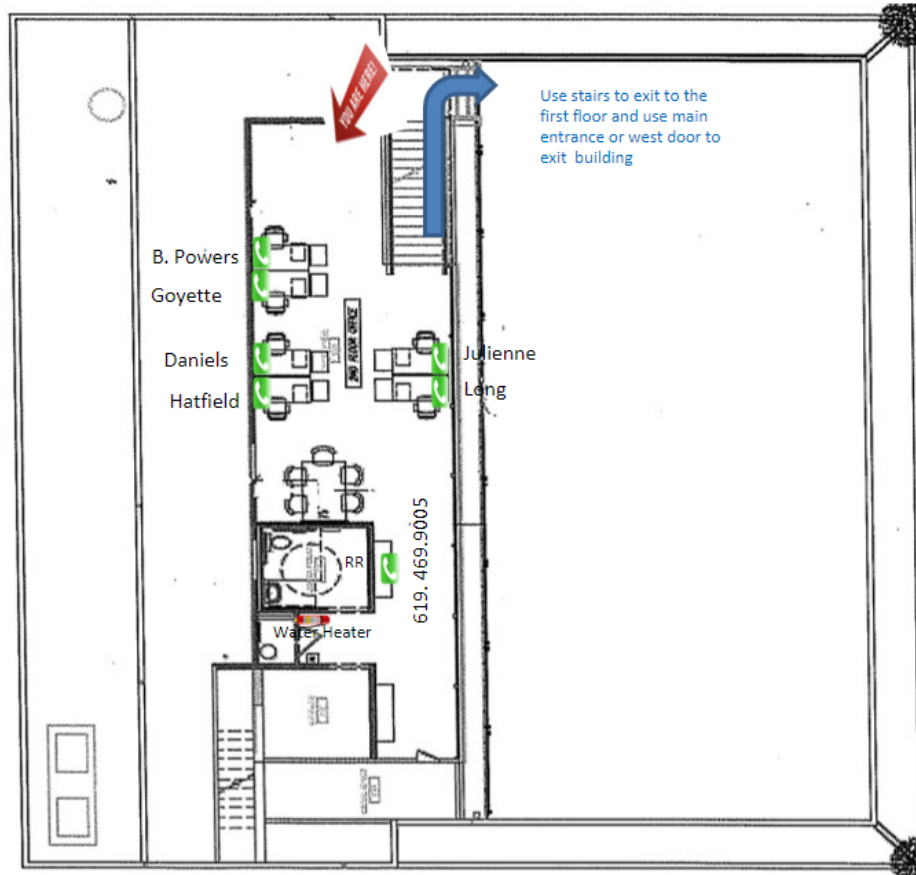


Hardwire button for constant door lock



COVID Caddy

Lake Murray Resource Center • 8776 Lake Murray Boulevard, San Diego, CA 92119



Evacuation Meeting Area #1

Students exit the RC from the side door and meet on the sidewalk away from the gate of the building.

Evacuation Meeting Area #2

Students exit the RC from the front entrance and meet near the dumpster.

Emergency Contacts

Tiffany: 619-788-3491

Angela : 619-757-0028



Epi-Pens



Fire Extinguisher



First Aid Supplies



Circuit Panel



Eye Wash Kit



Alarm Keypad



Water Shut-off /back flow cages



SDGE Meter Room

ThermoScan /

Hand sanitizer

Hardwire button for constant door lock

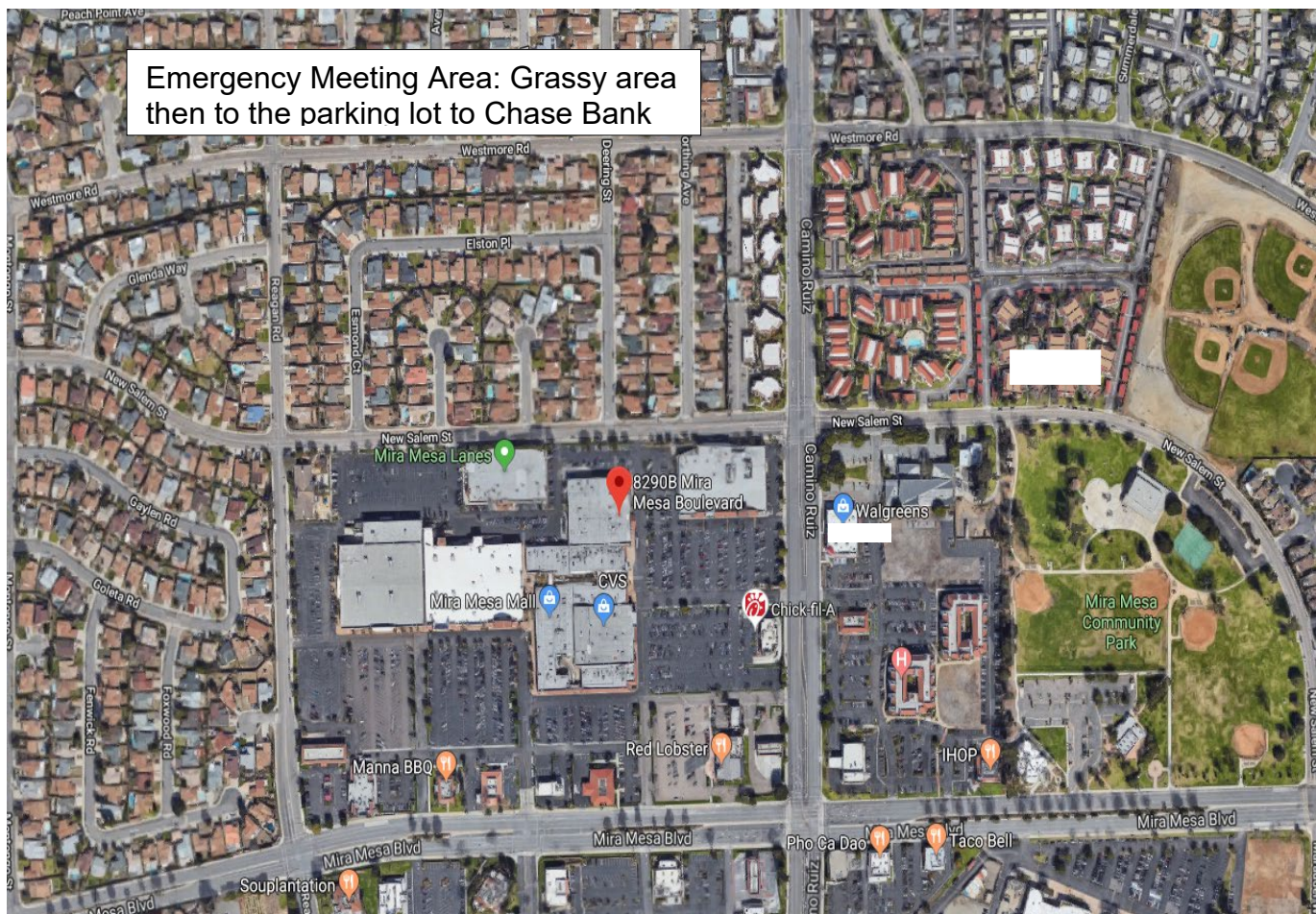
COVID Caddy

2nd Floor

Mira Mesa: 8290-B Mira Mesa Blvd., Unit 23, San Diego, CA 92126

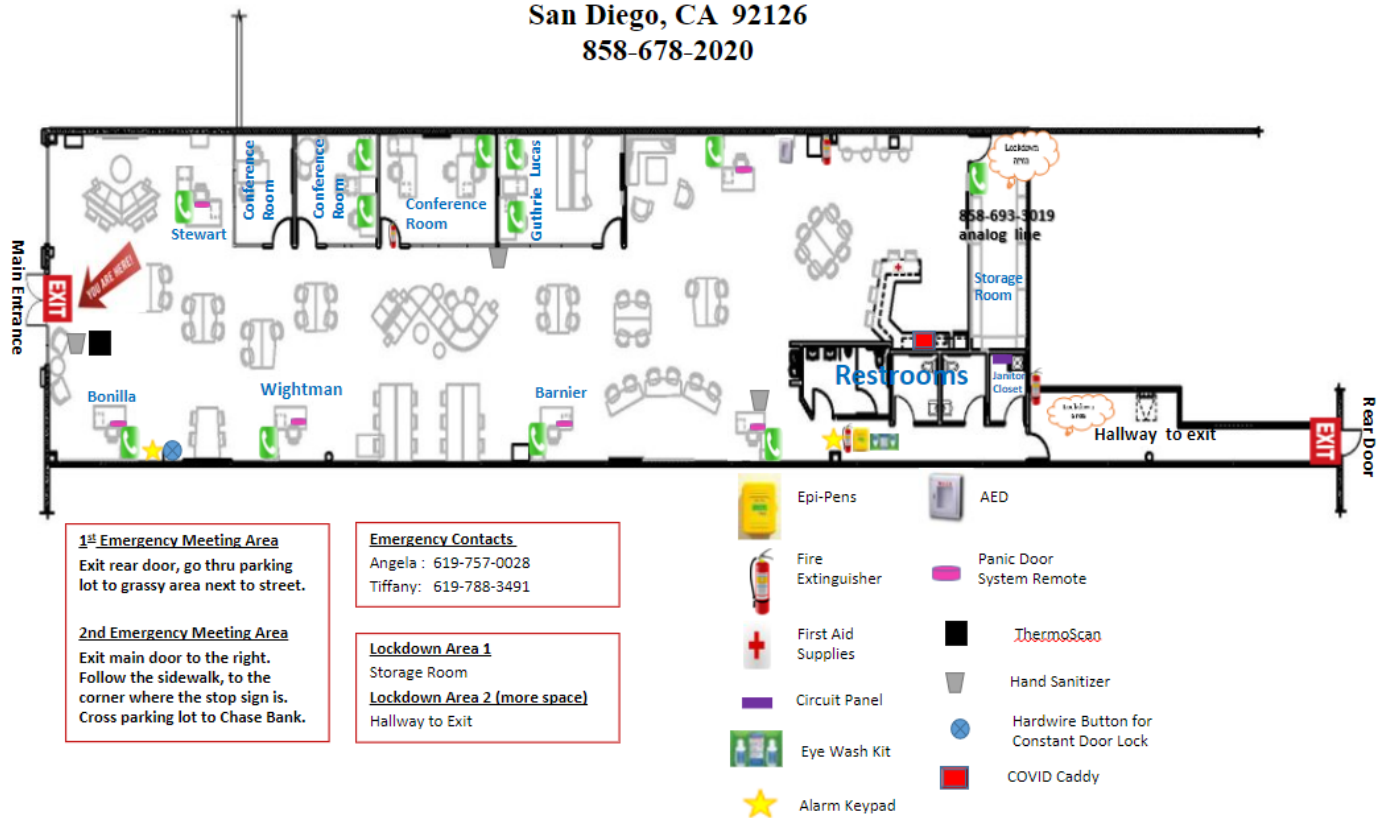
In Mira Mesa Mall Across Vons, beside Petco Store

Emergency Meeting Area: First- Exit rear door to grassy area; Second – Cross parking lot to Chase Bank



Mira Mesa Plan

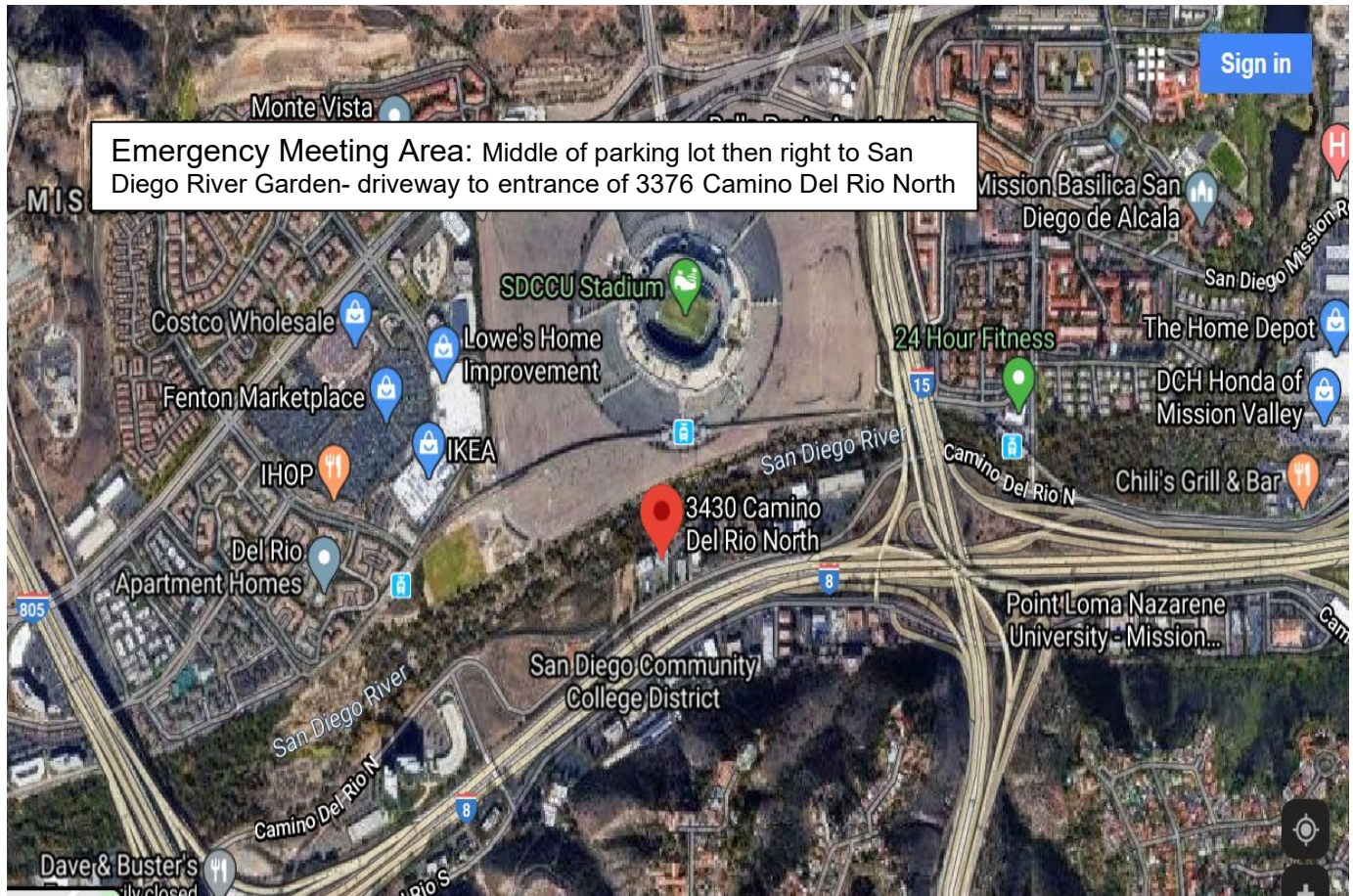
**The Charter School of San Diego
Mira Mesa Resource Center
8290-B Mira Mesa Blvd
San Diego, CA 92126
858-678-2020**



Mission Valley: 3430 Camino Del Rio North, San Diego, CA 92108

Cross Street: Camino Del Rio North and Mission City Parkway

Emergency Meeting Area: Middle of parking lot then right to San Diego River Garden- driveway to entrance of 3376 Camino Del Rio North



Mission Valley Plan

Audeo Charter School
Mission Valley East Resource Center
3430 Camino Del Rio North
San Diego, CA 92108
858-678-2050

1st Emergency Meeting Area

Middle of Parking lot

2nd Emergency Meeting Area:

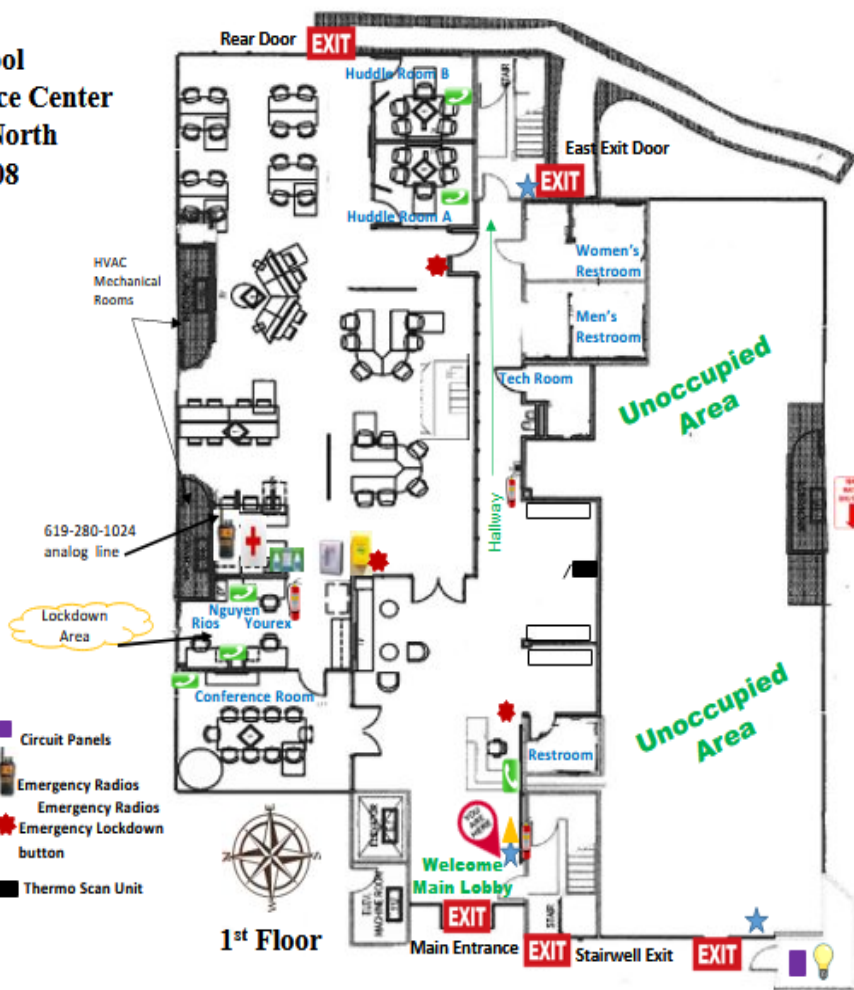
San Diego River Garden

3376 Camino Del Rio North: Turn right out of parking lot, go down about ½ mile. Meet at driveway entrance.

Emergency Contacts

Angela : 619-757-0028

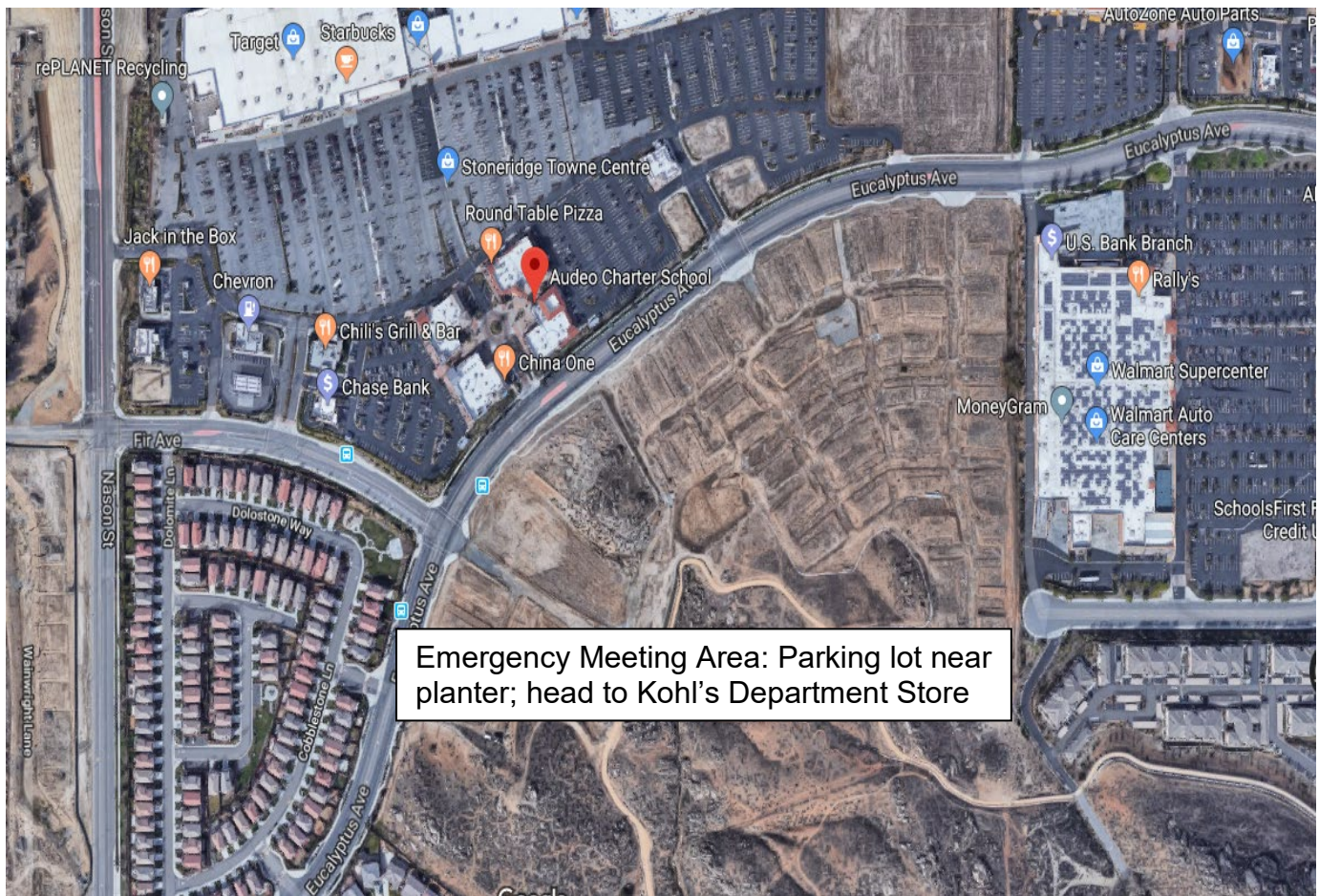
Tiffany: 619-788-3491



Moreno Valley: 27130 Eucalyptus Ave., Ste. A, Moreno Valley, CA 92555

Cross Street: Fir Avenue

Emergency Meeting Area: First- Exit rear door to parking lot next to planter; Second- Exit door and head to Kohl's Department Store



Moreno Valley Plan

Audeo Charter School
Moreno Valley Resource Center
27130 Eucalyptus Avenue, Suite A
Moreno Valley, CA 92555
858-678-2050



Northgate: 4125 Alpha Street, Suite C-D, San Diego, CA 92113

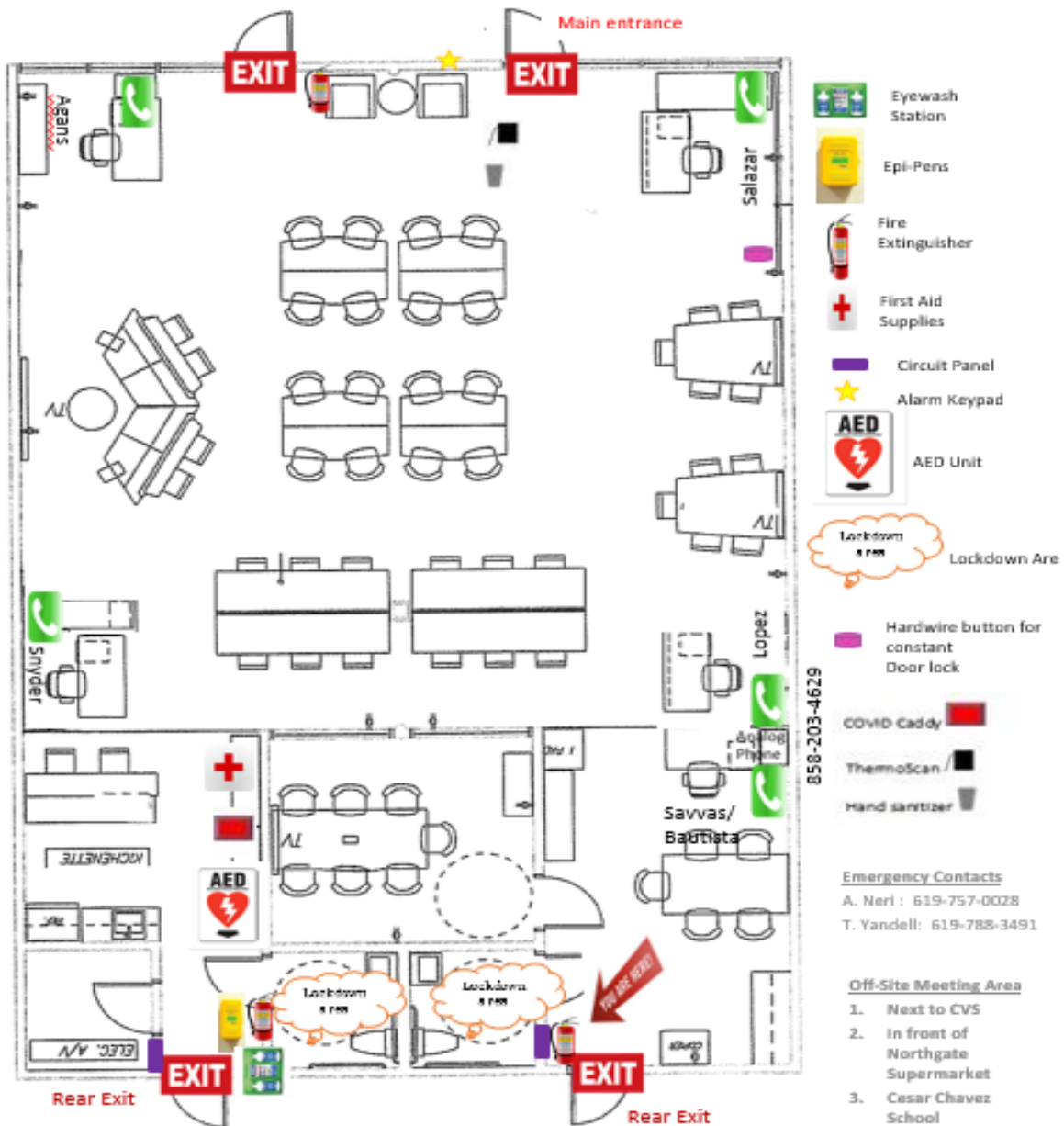
Cross Street: Alpha Street and S 41st Street

Emergency Meeting Area: Next to CVS then in front of Northgate Supermarket then to Cesar Chavez School



Northgate Plan

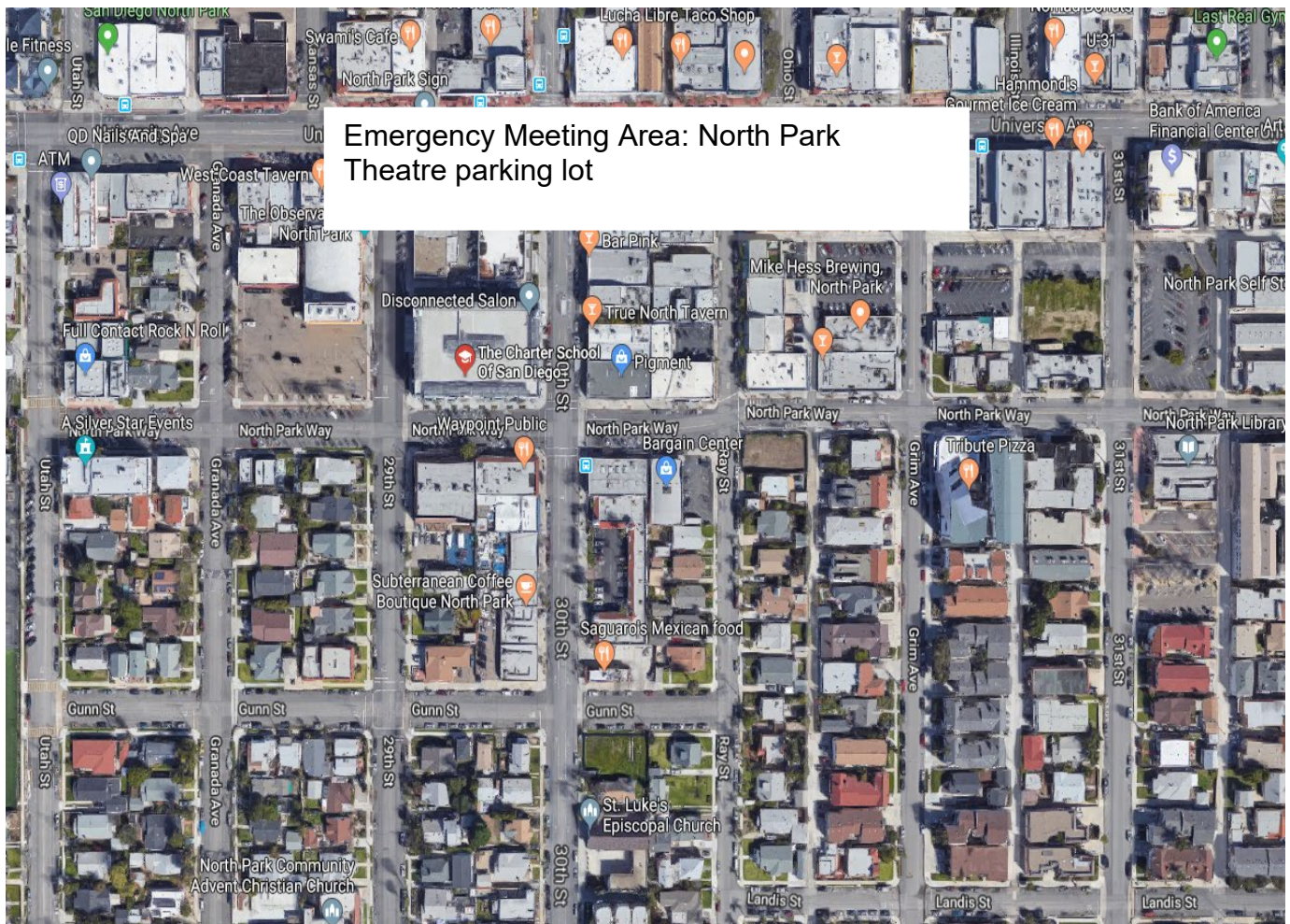
CSSD - Northgate RC • 4125 Alpha Street • Suite C • San Diego, • 92113



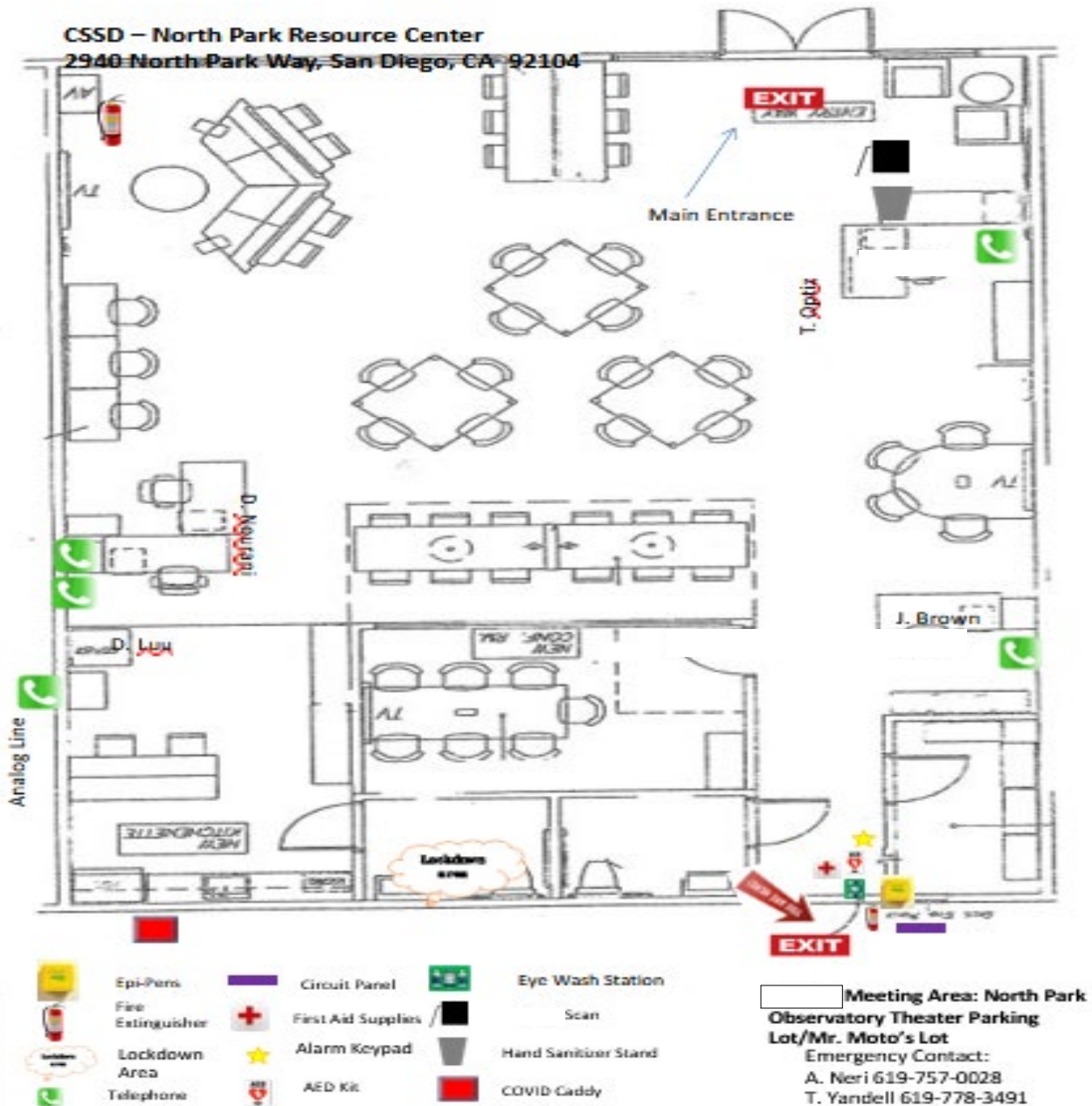
North Park: 2940 North Park Way, San Diego, CA 92104

Cross Street: 29th Street and North Park Way

Emergency Meeting Area: North Park Theatre Parking Lot



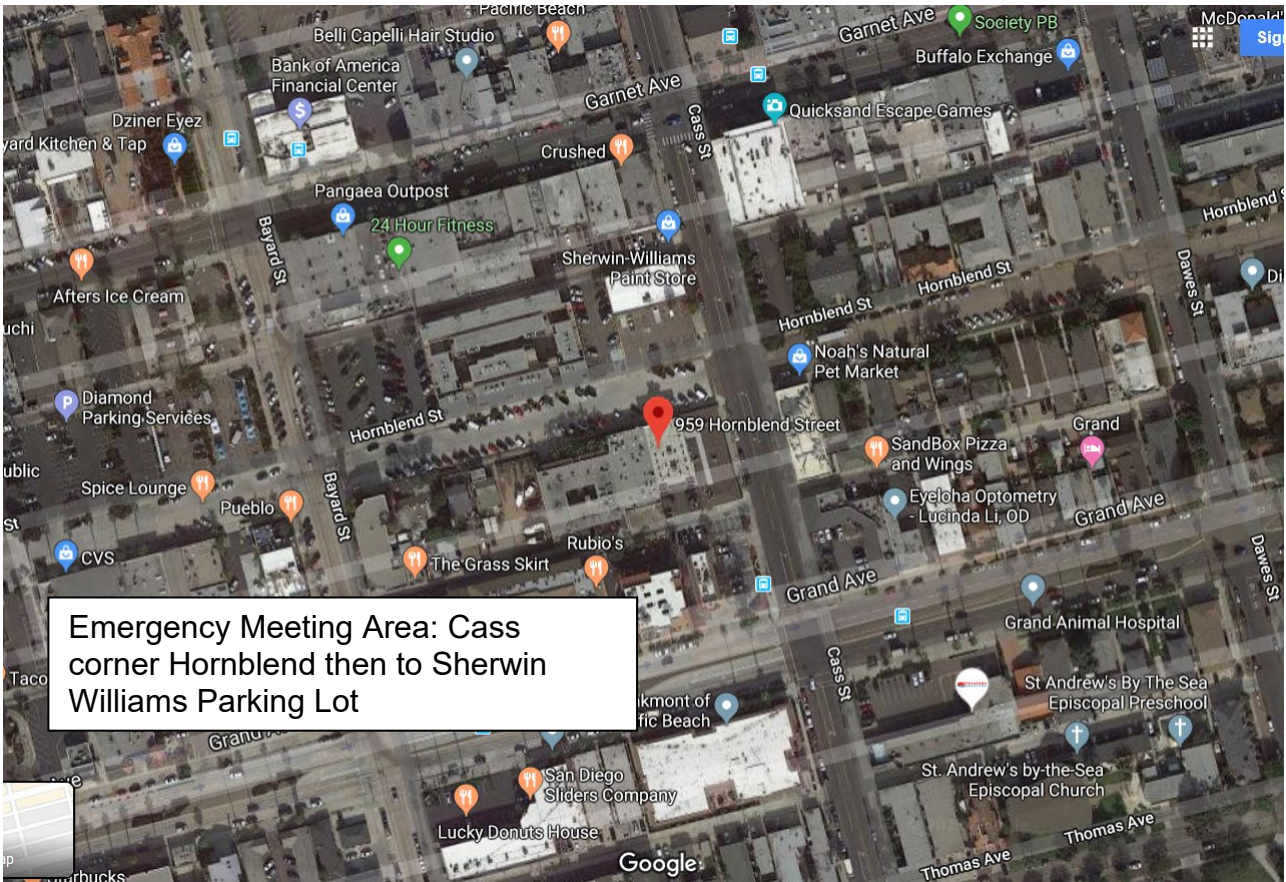
North Park Plan



Pacific Beach: 959 Hornblend St., San Diego, CA 92109

Cross Street: Cass St.

Emergency Meeting Area: Cass cor. Hornblend then to Sherwin Williams Parking Lot



Pacific Beach Plan

Audeo Charter School Pacific Beach Resource Center

1st Emergency Meeting Area

Exit front door, go to your right and meet on corner of Cass and Hornblend Street

2nd Emergency Meeting Area

Exit front door, cross street and meet in Sherwin Williams Parking Lot

Emergency Contacts

Angela Neri : 619-757-0028

Tiffany Yandell: 619-788-3491



Epi-Pens



Fire Extinguisher



First Aid Supplies



Circuit Panel



Eye Wash Kit



Alarm Keypad



ThermoScan



Hand Sanitizer



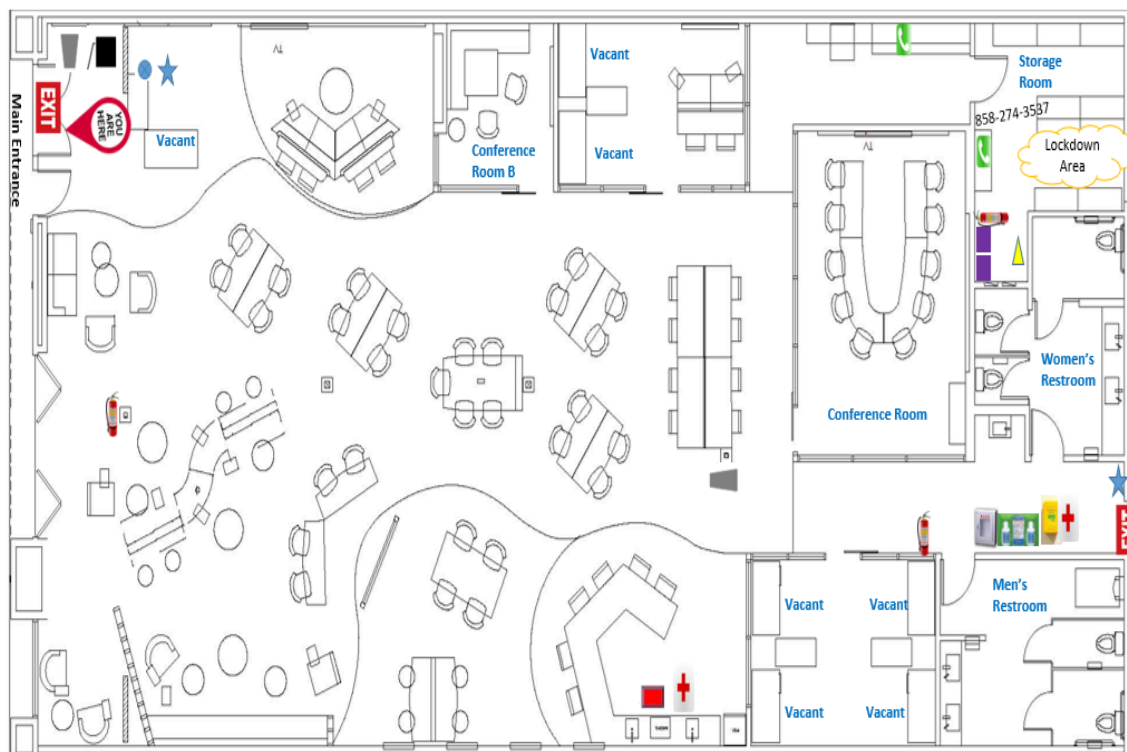
Door Unlock Button



COVID Caddy



Fire Life Control Panel



Paradise Hills Cadet Corp: 6907 Paradise Valley Rd., Unit #1, SD 92139

Cross Street: S. Woodman St.

Emergency Meeting Area: First, Parking lot next to Autozone, then to Dialysis Center



Paradise Hills Cadet Corp Plan

The Charter School Of San Diego
Cadet Corp Resource Center
6907 Paradise Valley Road, Unit 1
San Diego, CA 92139
858-678-2020

1st Emergency Meeting Area

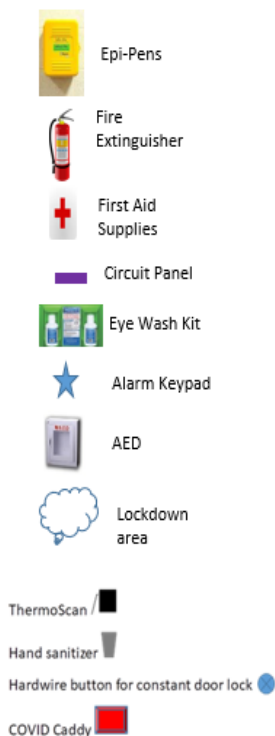
Exit main door , walk across parking lot and meet in parking lot area next to Auto Zone.

2nd Emergency Meeting Area

Exit Main Door, head east and go to Dialysis center.

Emergency Contacts

Angela : 619-757-0028
 Tiffany: 619-788-3491



Petco Park: 1091 K St., Suite A101, San Diego, CA 92102

Cross Street: 10th Street

Emergency Meeting Area: 10th cor. K St. to gated area of Petco; 10th cor. J St to gated area of Park at the Park



Petco Park Plan

The Charter School of San Diego
 Petco Resource Center
 1091 K Street, Suite A101
 San Diego, CA 92101
 858-678-2020



Epi-Pens



Fire Extinguisher



First Aid Supplies



Circuit Panel



Eye Wash Kit



Alarm Keypad



Thermascan



Hand Sanitizer



Door Unlock Button



COVID Caddy

1st Emergency Meeting Area

Exit front door, cross street at corner of 10th and K street. Meet in front of Gated Area of Petco Park.

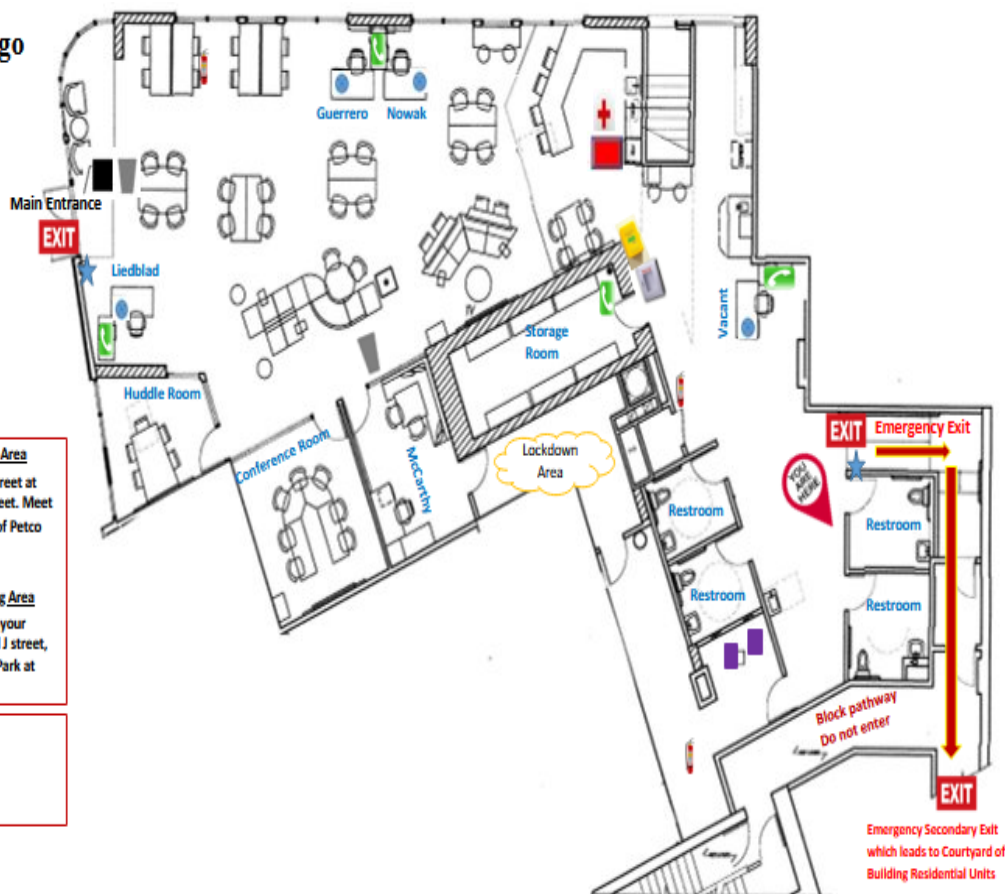
2nd Emergency Meeting Area

Exit front door, veer to your right and go to 10th and J street, meet at Gated area of Park at the Park.

Emergency Contacts

Angela : 619-757-0028

Tiffany: 619-788-3491



Point Loma: 3145 Rosecrans Street, Suite D, San Diego, CA 92110

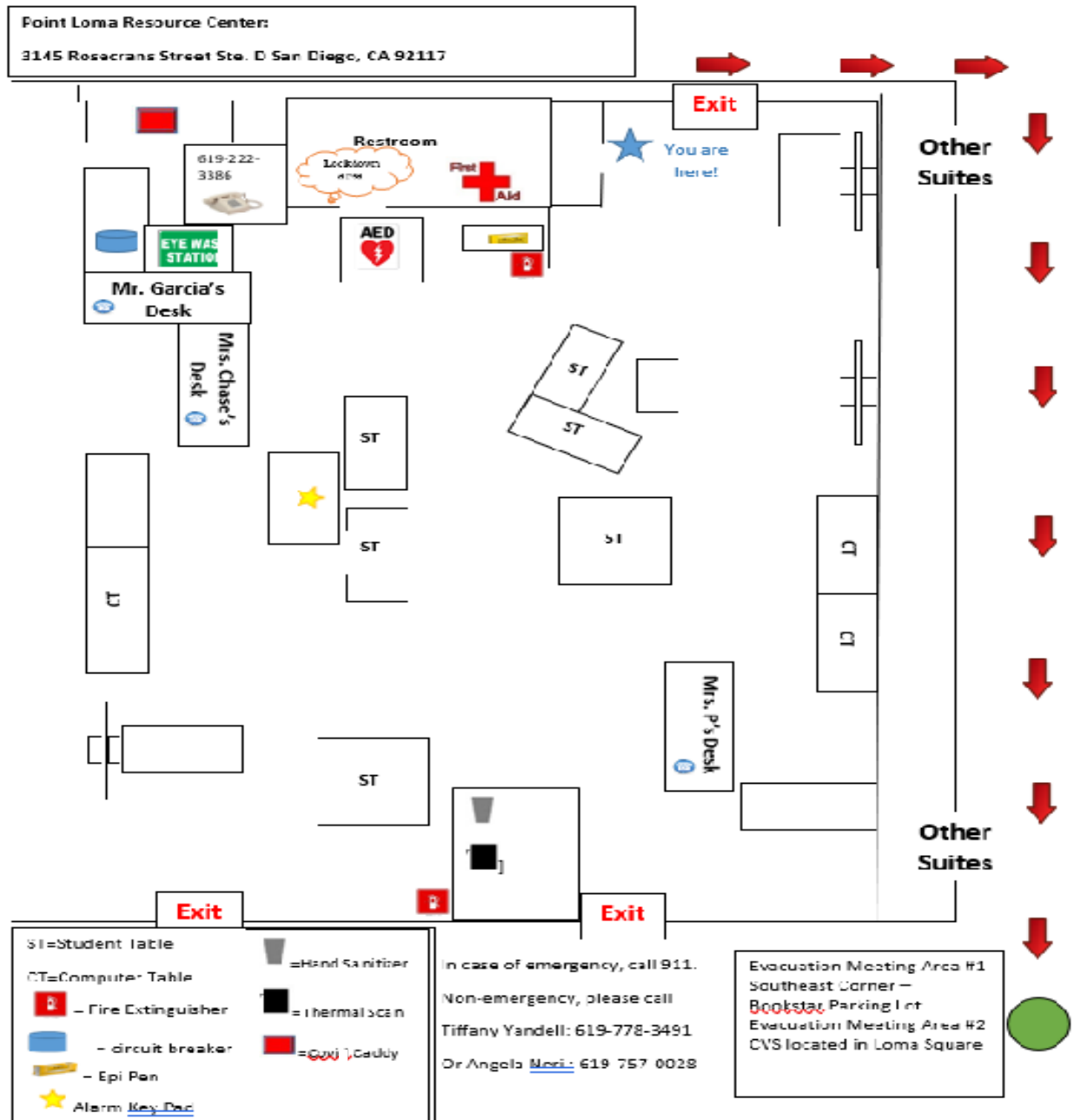
Cross Street: Rosecrans Street and Evergreen Street

Emergency Meeting Area: Southwest Corner of the Bookstar Parking lot to CVS



Emergency Meeting Area: Southwest Corner of the Bookstar Parking Lot to CVS

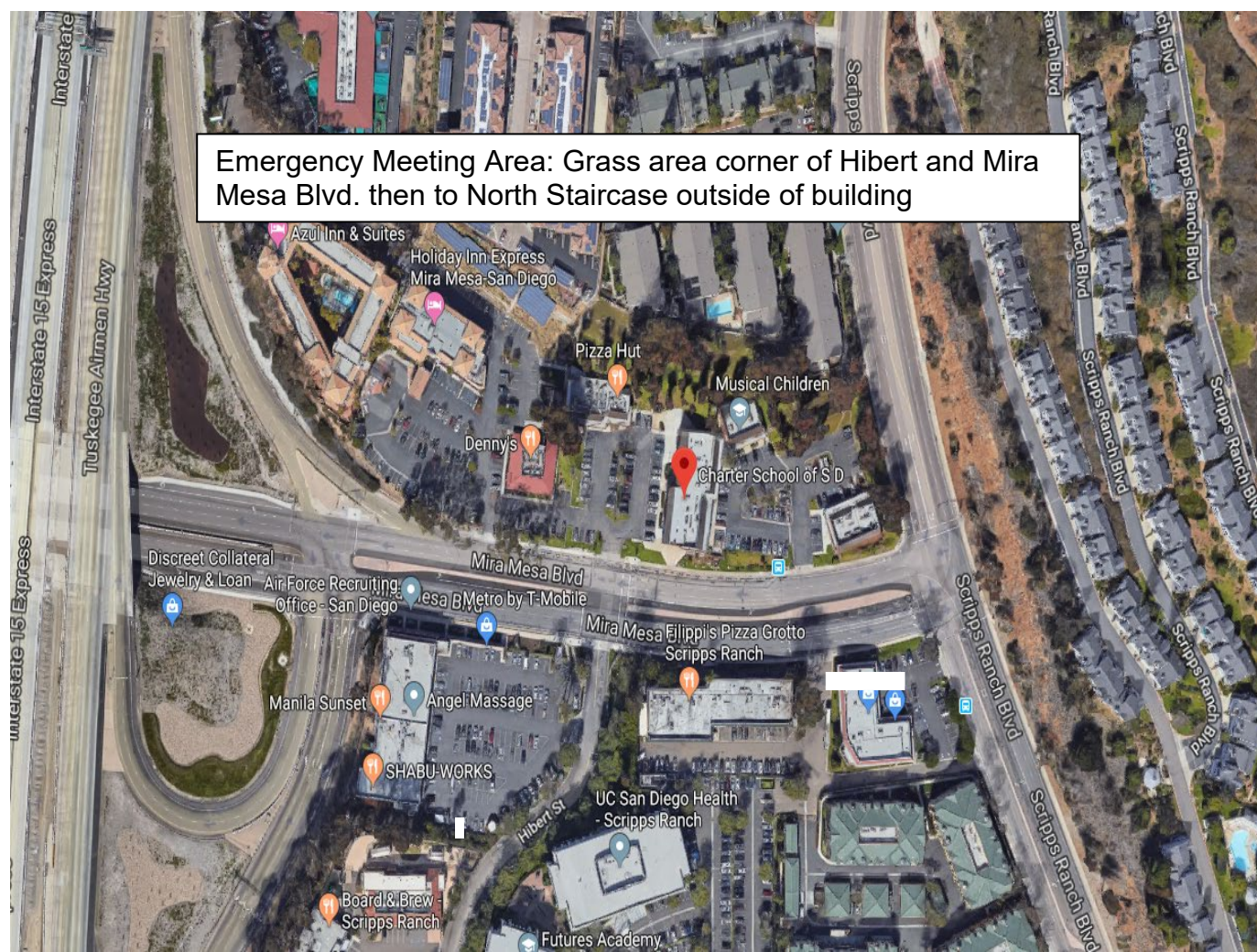
Point Loma Plan



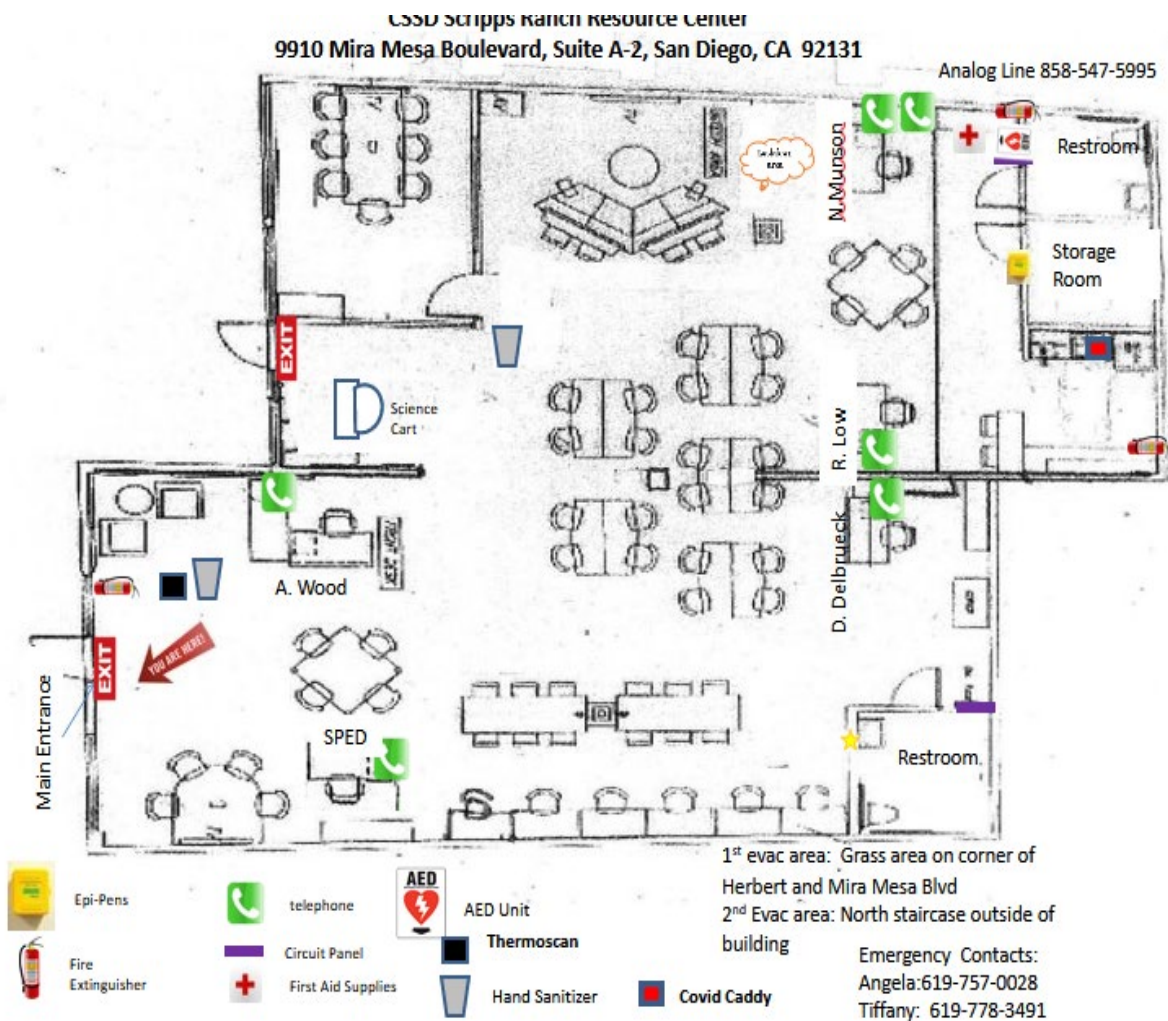
Scripps Ranch: 9910 Mira Mesa Blvd., Suite A-2, Bldg. B, San Diego, CA 92131

Cross Street: Scripps Ranch Blvd.

Emergency Meeting Area: Grass Area Corner of Hibert and Mira Mesa Blvd. then to North Staircase Outside of Building



Scripps Ranch Plan



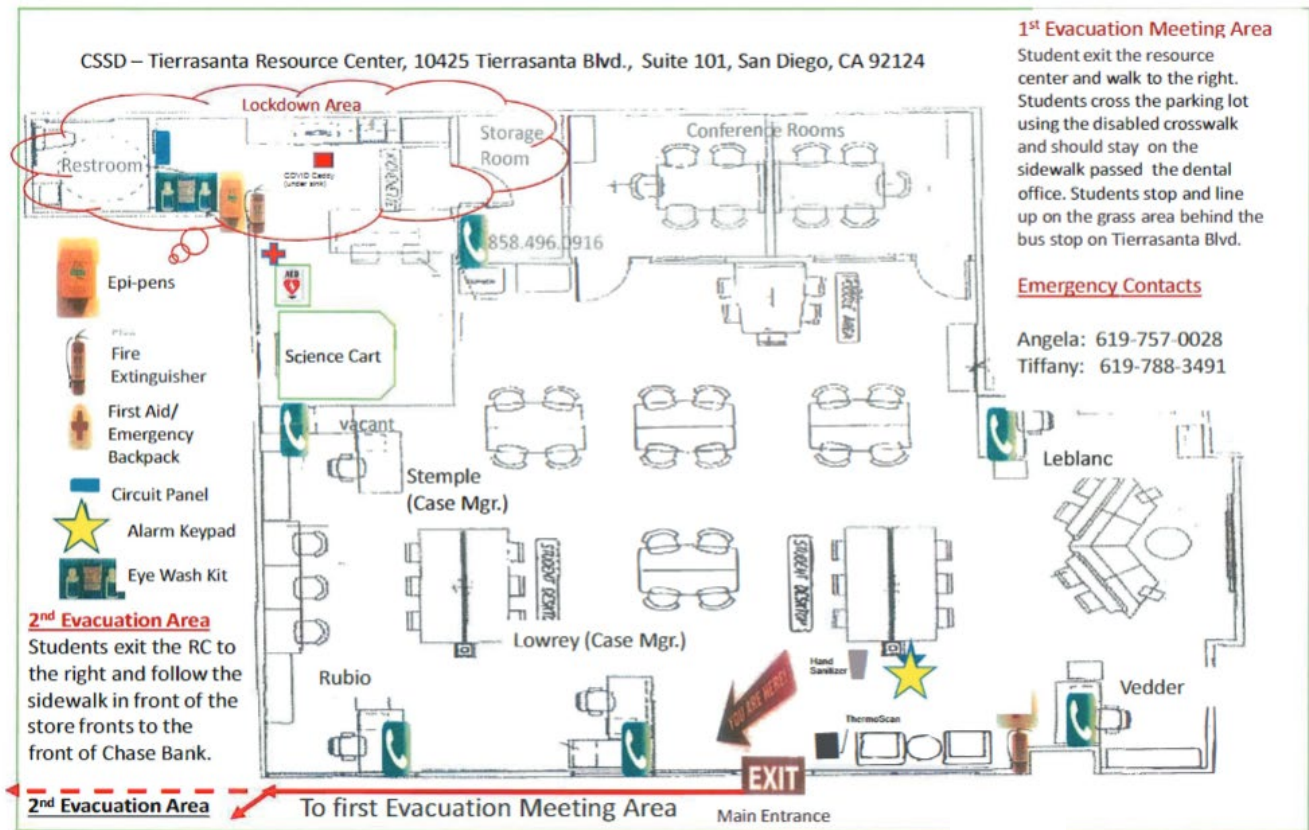
Tierrasanta: 10425 Tierrasanta Blvd, Suite 101, San Diego, CA 92124

Cross Street: Santo Road

Emergency Meeting Area: Grass Area Behind Bus Stop on Tierrasanta Blvd. to Front of Chase Bank



Tierrasanta Plan



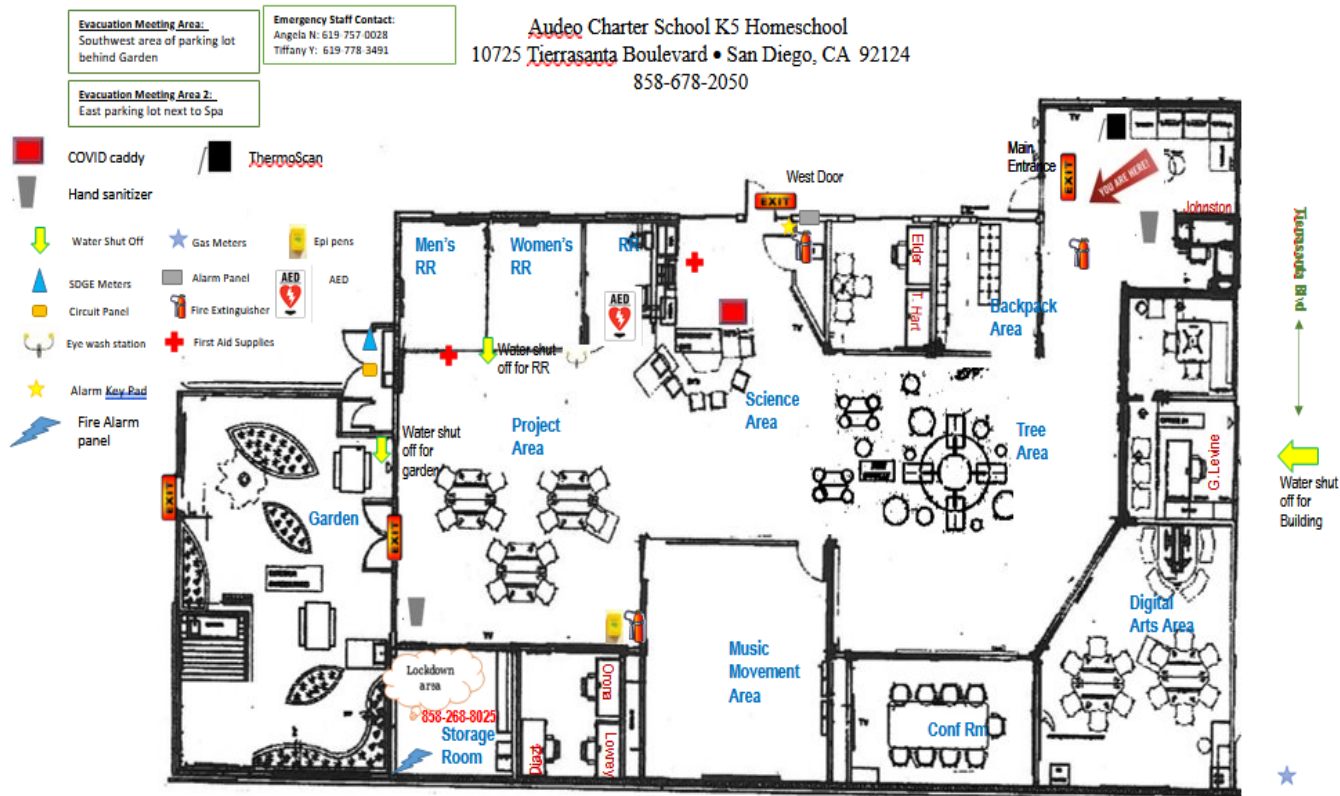
Tierrasanta K-5: 10725 Tierrasanta Blvd., San Diego, CA 92124

Cross Street: Santo Road and La Cuenta Dr.

Emergency Meeting Area: Southwest Area of Parking Lot Behind Garden to Parking Lot Next to Spa



Tierrasanta K-5 Plan



Woodman: 2939 Alta View Dr., Stes. B & C, San Diego, CA 92139

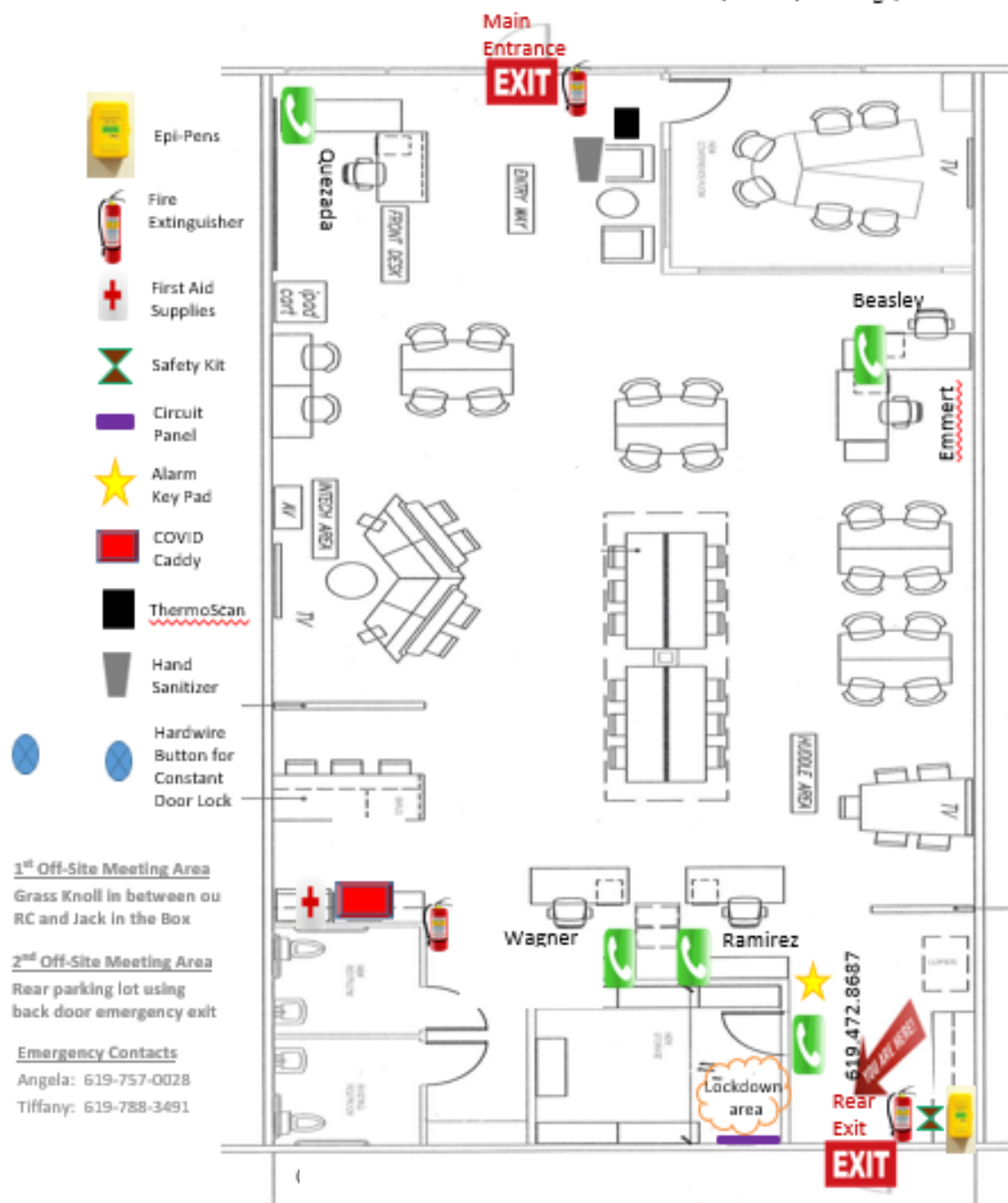
Cross Street: S. Woodman Street

Emergency Meeting Area: Grassy knoll in between the RC and Jack in the Box



Woodman Plan

The Charter School of San Diego
Woodman Resource Center • 2939 Alta View Drive, Suite B, San Diego, 92139



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "Area of Rescue Assistance." Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Return to Facility

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Office of the President. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this RC is: Communication via Emergency Radio and/or Cell Phone

SHELTER-IN-PLACE PROCEDURE

Shelter-In-Place generally occurs when evacuating the RC is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this RC. Additional information pertaining to Shelter-in-Place is available in Emergency Procedures.

Notification

The Incident Commander is responsible to notify the Incident Command Team when a Shelter-In-Place is necessary. The Safety Coordinator, in coordination with the Incident Commander is responsible for activating the Shelter-In-Place notification procedures for RC-level personnel.

The signal for Shelter-In-Place is: 3 short beeps, 3 long beeps followed by Verbal Instructions

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students to the office by radio, telephone or e-mail. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" signal is sounded.

Return to Facility

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Office of the President. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this RC is: Communication via Emergency Radio and/or Cell phone

Emergency Lockdown Procedures

***If an emergency situation near an RC endangers student or staff safety,
Lockdown the Resource Center/Building.***

FIRST: Follow the below lockdown procedures and notify an Executive Safety Committee Member immediately.

Executive Safety Committee	Office Number	Cell Number
Angela Neri	858-678-2045	619-757-0028
Eleanor Pe	858-678-2036	
Tim Tuter	858-678-2042	619-992-5740

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **“this is a lockdown”** alerting staff and students in a calm manner.
 2. All students and staff remain in their RC or offices.
 3. All RC doors and windows are to be closed and locked.
 4. All window blinds should be drawn or closed.
 5. A staff member will activate “STAY” function on ADT/Protection One Security Alarm Panel.
 6. Safety Lead or designee in RC will call/email Executive Safety Committee.
 7. A staff member will take a head count of ALL persons in RC/building
 8. A staff member will use the attached Sign In sheet for ALL persons on location.
 9. All lights should be turned off (as needed)
 10. A member of the Executive Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.
- ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.**
11. *No one is permitted to leave and no one, including a parent, is allowed in the RC.*
 12. Students and staff will remain quiet and calm.
 13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
 14. First aid will be rendered by staff as necessary.
 15. Resource Center staff should not make statements to the media.

Only a member of the Executive Safety Committee may lift a lock down.

Persons who may activate an RC lockdown:

- Any member of the RC staff or community safety support (Police, Fire, Mall Management etc.) may declare a lockdown.

Conditions in which to activate a school-wide or RC- specific lockdown may include, but not limited to:

- Authorities inform the school or RC of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to an RC.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- Remain calm as RC and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. RC staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff on the RC.

Following Lockdown:

- The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:
 - Lockdown Incident Report Form
 - Emergency Sign-In Report
 - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Ambassador Coordinator will keep a record of all occurrences.

LOCKDOWN INCIDENT REPORT

Resource Center/Building:	Duration of Lockdown: Beginning time: _____ End Time: _____
Date of Incident:	Report Prepared by:
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. Where there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, information and resources during your lockdown?

7. Are there any recommendations:

***Attach this report to the Sign in Sheets and the Sign Out report.
Return entire Lockdown packet to Angela Neri within 24 hours.**

Signature: _____ Date: _____

Date Report Received: _____

EMERGENCY LOCKDOWN SIGN IN SHEET (ALL persons in RC/building sign in)

When the Safety Team lifts the lockdown, please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	RC/Building:	Name of Safety Lead Notified:
-------------------------------	---------------------	--

Use the below sign in sheet for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 1 of**

Date:	Time of lockdown:	Safety Lead lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 2 of __**

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 3 of __**

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 4 of __**

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 5 of __**

20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 6 of __**

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

PARENT NOTIFICATION & REUNIFICATION PROCEDURE

Following a lockdown, shelter-in-place, or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following RC procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the School Coordinator determines students are to be released from the RC, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations and Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school student database.

Reunification

Reunification will generally occur from the location pre-identified as the evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use RC attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification at this RC belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

EARTHQUAKE PROCEDURE

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to “Drop, Cover, and Hold” at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your RC evacuation procedures after confirming the path and destination are safe.

Monitor your RC emergency radio for possible updates and instructions from the School's Emergency Operations Center. Use radio Channel 1.

Do not return to the inside of any building until emergency personnel check the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premises to prevent entrance by others.

Advise your School Coordinator of the situation. Contact the Director of Operations & Technology at (619) 778-3491 or by using your emergency radio.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

FIRE PROCEDURE

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your School Coordinator. If possible, quickly assess the RC and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department (“9-1-1”) or notify the Director of Operations & Technology by calling 619-778-3491. If phone service is unavailable, use your emergency radio (Channel 1). The Director of Operations & Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations & Technology of injuries.

Activate specific components of your RC emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the RC assembly area until the situation is under control.

Have some staff standing by at the RC entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

- A. Response to armed assailants has focused on implementing an RC lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the “Run, Hide, Fight” model.
 - B. Armed assailant drills have both benefits and concerns associated with their implementation.
- Armed assailants in RC’s account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
- Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
- Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

- A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.
 - B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.
 - C. Schools should keep simulation techniques appropriate to the participants’ developmental maturity.
- Inform participants of the use and purpose of props and simulation aids prior to the drill.
- Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.
 - D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

- A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.
- B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.
- C. School-employed mental health professionals should be involved in every stage of preparation.

- Prior to the drill, staff should be trained to recognize common trauma reactions.
- Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
- After completion, staff and students should have access to mental health support, if needed.
 - D. Participation should never be mandatory, and parental consent should be required for all students.
 - E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the “Run, Hide, Fight” model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on RC grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students,

the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options-based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental

levels of students as well as the physical layout of the RC (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). ***Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.***

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly “escape” into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children’s Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training

level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school-employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
 - Identifies a lead person to coordinate school safety efforts, including drills;
 - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
 - Takes a lead in identifying the most appropriate preparedness activities for the school;
 - Provides ongoing professional development and training as needed; and
 - Ensures that the school’s policies are in compliance with state laws and school board policies.
2. Conduct an assessment of the school community to:
 - Identify the types of crisis events most likely to occur,
 - Determine the current school culture and climate,
 - Map existing resources and capacities of school personnel or school safety teams, and
 - Identify any related policies that should be considered in the planning of drills.
3. Implement a cost–benefit analysis that:
 - Considers financial costs in relation to the likelihood of a particular crisis;
 - Identifies what resources, activities, or preparedness training must be replaced or postponed, to engage in active shooter or other armed assailant drills;
 - Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
 - Considers the current knowledge and identified needs of the staff; and
 - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.
4. Tailor drills to the context of the school environment, taking into consideration:
 - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
 - Age, cognitive, and developmental levels of awareness of students;
 - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
 - The capacity, comfort level, and trust among staff;
 - Administrative support;
 - Optimal timing, including time of year, day of the week, and time of the day;
 - Relationships with external partners, law enforcement, and other first responders; and
 - The layout of the RC.
5. Create a plan of progression that:
 - Considers whether any previous activities have been conducted in the school;
 - Starts with simple, low-cost, discussion-based exercises;
 - Considers all available types of drills;

- Identifies specific objectives and goals for the drills; and
- Identifies a timeline and metrics to help determine whether more complex exercises are needed.

6. Prepare for logistics of the drill to ensure that:

- Previous traumatic experiences of those involved are considered;
- School staff learn to recognize stressful reactions to drills;
- Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
- School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
- Adequate follow up is available for students or staff with questions; and
- Appropriate methods to evaluate outcomes are implemented.

7. Develop a communications plan that:

- Informs members of the school community of planned drills and what will be entailed;
- Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
- Provides opt-out options for staff and students; and
- Encourages feedback and evaluation by participants after the fact.

8. Establish a long-term follow up plan to support sustainability that considers:

- What additional training is required;
- How the drill integrates with other school safety and crisis prevention efforts;
- How current and previous training and knowledge can be maintained and built upon; and
- When follow-up should be conducted and how often.

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

Suspension and Expulsion Policy

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 School. In creating this policy, the School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The 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. This policy shall serve as the 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. RC 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 School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the policy and procedures are available on request at the School Coordinator'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 School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The 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 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.

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 RC grounds; b) while going to or coming from the RC; c) during the lunch period, whether on or off the RC; 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 of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 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.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted RC activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- r) Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.
 - s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation and transmission originated on or off the RC, 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, or image.
 - ii. A post on a social network Internet Website including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Website 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. 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.
- w) 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).
- x) 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 School Coordinator 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 students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- 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.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's

academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the RC premises, 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, 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. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator 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 students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to RC to have possessed a firearm or dangerous device on RC, 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 School Coordinator or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or the School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator 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 RC 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. This conference shall be held within two 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 the 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 the RC. If 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 School Coordinator or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Coordinator 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

A student may be expelled either by the School Board of Directors following a hearing before it, or by the School Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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 School Coordinator 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 School 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 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 School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student 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 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 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 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 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 the RC, 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 person 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 School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the

courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are 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 person 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 who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board 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 School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and 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 School.

The School Coordinator 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 b) The specific expellable offense committed by the student

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The School 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 School shall be given a rehabilitation plan upon expulsion as developed by the Board 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 School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or the School shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the pupil and 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 RC environment. The School Coordinator or designee shall make a recommendation to the Board 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 School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

The 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 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, 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 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 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 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 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 School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the 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 result of the failure to implement the IEP/504 Plan, then the 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 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 School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

5. Special Circumstances

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

The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 USC 930, to or at school, in RC 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, in the RC, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, in the RC, 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 IDEIA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the 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 RC personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

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

The School shall not be deemed to have knowledge of 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.

DISASTER-RELATED ADMINISTRATIVE AND EMERGENCY PROCEDURES

Following is a list of the Administrative and Emergency Procedures that have bearing on conducting effective emergency or disaster responses. Complete copies of the Administrative and Emergency Procedures are maintained on the website.

Administrative Procedures

Crisis Response Team

RC Safety

Emergency Procedures

Homeland Security Threat Levels

Fire

Environmental Emergencies

Shelter-in-Place

Earthquake

Weapons

Injury/Illness/Accidental Death

Disturbances and Demonstrations

Lockdown

Threats and Violence

Bombs and Explosions

Shootings

Terrorism

Communications

Emergency Plans & Drills

Evacuation and Reunification

Biological Emergency

Flooding

Utility Emergency



Altus Schools Plan for Reopening During COVID-19 Pandemic



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Supply List
Department Schedule Plans
Revised Resource Center Layout Plans

Considerations for Re-Opening Resource Centers

Local Conditions	<ul style="list-style-type: none"> • State/County/Local Public Health Clearance <ul style="list-style-type: none"> ○ Flexibility or lifting of Stay-Home Order to allow schools to physically re-open ○ Testing availability {consult with local public health} ○ Sufficient duration of decline or stability of confirmed cases ○ Sufficient surge capacity exists in local hospitals • Equipment Availability <ul style="list-style-type: none"> ○ Have sufficient Personal Protective Equipment {PPE} for staff and students ○ Have plan for ongoing supply of PPE {masks, disposable gloves} ○ Purchase no-touch thermal scan thermometers for symptom screening ○ Consider alternative PPE options for students with disabilities • Cleaning Supply Availability <ul style="list-style-type: none"> ○ Ability to continuously disinfect school site in accordance with CDPH guidance ○ Ensure sufficient supply: hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels
Plan to Address Positive COVID-19 Cases or Community Surges	<ul style="list-style-type: none"> • Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with local public health officials • Establish a plan for when a student, teacher, or staff member (or a member of their household) tests positive for COVID-19 and has exposed others at the school. CDPH guidance is as follows: <ul style="list-style-type: none"> ○ In consultation with the local public health officials, the appropriate school official may consider whether school closure is warranted and length of time based on the risk level within the specific community as determined by the local public health officer ○ In accordance with standard guidance for isolation at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff isolate ○ Additional close contacts at school outside of a classroom should also isolate at home ○ Additional areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection ○ Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue • Designate a staff liaison responsible for responding to COVID-19 concerns

Planning and Training of Health and Safety Protocols	<ul style="list-style-type: none">• Develop plans and provide staff trainings on:<ul style="list-style-type: none">○ Disinfecting and sanitizing<ul style="list-style-type: none">■ Frequency, tools, and chemicals used in accordance with the Healthy Schools Act, CDPH guidance, and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required○ Hygiene practices {frequency, duration, procedure}○ Physical distancing of staff and students○ Symptom screening, including temperature checks○ Updates to the Injury and Illness Prevention Program {IIPP}
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	<ul style="list-style-type: none"> ○ State and Local health standards and recommendations: <ul style="list-style-type: none"> ■ Proper use of protective equipment {including removal and washing of cloth face coverings} ■ Cough and sneeze etiquette ■ Keeping one's hands away from one's face ■ Frequent handwashing and proper technique ■ Confidentiality around health recording and reporting ○ Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions ○ Training on trauma-informed practices and suicide prevention ● Provide training for students through a lesson (MS and HS) that addresses the following topics: <ul style="list-style-type: none"> ○ Hygiene Practices {hand washing - procedure, frequency, duration} ○ Protective Equipment {face coverings - use, removal, and washing} ○ Physical Distancing ● Post current information regarding COVID-19 signs and symptoms at schoolsites and on school website (update as needed)
Injury and Illness Prevention Program (IIPP)	<ul style="list-style-type: none"> ● Update IIPP to address unique circumstances during COVID-19 crisis and make updates accessible to employees and parents
Resource Center (RC) Access Plan	<ul style="list-style-type: none"> ● Establish a Resource Center Access Plan that addresses the following: <ul style="list-style-type: none"> ○ Excluding any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 ○ Plan to protect and support staff who are at a higher risk for severe illness ○ Monitoring of staff and students throughout the day for signs of illness ○ <u>Procedures for students upon arrival at the Resource Center</u> <ul style="list-style-type: none"> ■ Passive Screening at home {temperature/symptoms assessment} ■ Active Screening at RC {temperature/symptoms assessment} ■ Hands sanitization ○ <u>Protocols for if a student is symptomatic upon arrival or during their RC appointment:</u> <ul style="list-style-type: none"> ■ Immediate separation, preferably isolated in separate room ■ Immediately wear a face covering in isolation area ■ Student remains in isolation with continued supervision and care until picked up by an authorized adult ■ Advise guardians of sick students that students are not to return until they have met CDC criteria to discontinue home isolation ○ <u>Procedures for staff upon arrival at the Resource Center</u> <ul style="list-style-type: none"> ■ Passive Screening at home {temperature/symptoms assessment} ■ Active Screening at RC {temperature/symptoms assessment} ■ Hands sanitization ■ Exclude employees from workplace who are exhibiting symptoms ○ <u>Procedures for Physical Distancing</u> <ul style="list-style-type: none"> ■ Determine maximum student capacity per classroom with 6-feet apart physical distancing and minimize face-to-face contact ■ Avoid grouping/gathering of staff – conduct trainings virtually ■ Limit RC access for parents and other visitors ■ Adjust staff schedules to accommodate physical distancing strategies ■ Consider food distribution process

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| | <ul style="list-style-type: none">○ <u>Procedures for Cleaning and Disinfecting</u><ul style="list-style-type: none">■ Frequency, tools, chemicals■ Avoid sharing of electronic devices■ Products approved for use against COVID-19■ Allow for airing out of space after cleaning; increase ventilation systems and increase circulation of outdoor air■ Wait 24 hours before cleaning/disinfecting area used by sick person○ <u>Procedures for Hygiene</u><ul style="list-style-type: none">■ Handwashing (frequency, duration, procedure) |
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Stakeholder Outreach

<p>Communication with Students, Parents, Employees, Public Health Officials, and the Community</p>	<ul style="list-style-type: none"> • School leaders engage stakeholders to formulate/implement re-opening plans • Communication to staff, students, and parents about new COVID-19 related protocols <ul style="list-style-type: none"> ○ Proper use of PPE ○ Cleanliness and disinfection ○ Transmission prevention ○ Guidelines for families about when to keep students home from school ○ Systems for self-reporting symptoms ○ Criteria and plan to close schools again for physical attendance of students • Target communication for vulnerable members of the school community • Create a communications plan if a school has a positive COVID-19 case <ul style="list-style-type: none"> ○ Address the school's role in documenting, reporting, tracking, and tracing infections in coordination with public health officials ○ Notify staff and families immediately of any possible cases of COVID-19. Review legal responsibilities and privacy rights for communicating about cases of the virus. ○ Provide guidance to parents, teachers, and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere ○ Provide information to parents regarding labor laws, Disability Insurance, Paid Family Leave, and Unemployment Insurance ○ Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation ○ Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms, follow appropriate CDC guidance for home isolation.
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Pre-Resource Center Arrival Protocols

At Home, and prior to attending each Resource Center appointment	STUDENTS:
	<ul style="list-style-type: none"> Students review curriculum lessons on RC required hygiene protocols Students complete passive screening at home {temperature/symptoms assessment}. If student has a temperature above 100 degrees, they may not attend the RC until they are free from fever for more than 24 hours without medication. Students will bring their own masks when feasible No other family member may come with a student to the RC unless approved by a staff member ahead of time.
	RESOURCE CENTER STAFF:
	<ul style="list-style-type: none"> Staff complete passive screening at home {temperature/symptoms assessment}. If staff member has a temperature above 100 degrees, they may not attend the RC until they are free from fever for more than 24 hours without medication.

Resource Center Access Plan + Instructional Procedures

Entering the Resource Center	STUDENTS: <ul style="list-style-type: none"> Students enter the Resource Center one at a time. Resource Center staff {CTR or Teacher) will check-in one student at a time to enter the RC Students maintain 6 feet physical distancing while completing arrival protocols Students will review signage on RC protocol guidance Students are required to wear a face covering upon entering the RC Students complete symptoms assessment and visual wellness check Students complete temperature check at the provided station upon entering RC Students sanitize hands at the provided station
	RESOURCE CENTER STAFF: <ul style="list-style-type: none"> Resource Center staff will complete an active screening at RC {temperature/symptoms assessment) Resource Center staff are required to wear a face covering upon entering the RC Resource Center staff sanitize hands at the provided station Resource Center staff will distribute laptop to students as necessary from laptop cart located at the front of the RC
Sign-In Process	<ul style="list-style-type: none"> Student stands behind designated line to check in with teacher and maintain 6 feet physical distancing Teacher notates the student name/arrival time on the sign-in sheet Student is given seat assignment
Health and Safety: COVID-19 Symptom Protocols	
Protocols for Student Demonstrating COVID-19 Symptoms at the RC	<p>If upon arrival or during the RC appointment, a student has a temperature and/or demonstrates COVID-19 symptoms:</p> <ul style="list-style-type: none"> Student immediately self-isolates in designated area {conference room or secluded area at front of RC) Student must wear a face covering in isolation area Teacher notifies guardian/authorized adult for immediate pick up of student Student remains in isolation with continued supervision and care until picked up by authorized adult. If student is unable to be picked up by an authorized adult in a timely manner, the teacher will discuss with the parent/authorized adult alternative ways to return home Teacher notifies School Nurse School Nurse contacts guardian and advises that sick students are not to return until they have met CDC criteria to discontinue home isolation
Health and Safety: Physical Distancing	
Resource Center Seating	<ul style="list-style-type: none"> Physical distancing of 6 feet is maintained at all times by staff and students Students follow floor markings in place to direct foot-traffic flow Students sit only at designated seats to maintain physical distancing requirements
Guardians + Other Guests	<ul style="list-style-type: none"> Guardians/other guests are prohibited from entering the RC during student hours Guardians may schedule virtual conferences with the teacher In-person meetings to discuss supports and services may be scheduled on an individual basis with precautions in place

Student Appointment Schedules	<ul style="list-style-type: none"> Teachers collaborate on student appointment schedules to ensure only the designated seats are occupied Student appointment schedule includes a 30-minute transition between each group to ensure social distancing practices and sanitization of shared spaces
Small Group Instruction	<ul style="list-style-type: none"> Small group tutoring sessions continue to take place virtually through online platforms
Submission of Coursework	<ul style="list-style-type: none"> Students are encouraged to continue to submit coursework electronically via Edgenuity, OneDrive, or teacher email Paper lessons can be submitted in the RC in the designated tray
Nutrition Breaks	<ul style="list-style-type: none"> Resource Center staff will place nutrition program items in designated area in the morning for students to have throughout the day Student can participate in a nutrition break in a designated area one at a time Students will immediately wash their hands after their break Students will maintain 6 foot distance from others during the break
Professional Development	<ul style="list-style-type: none"> Professional development sessions continue to take place virtually Teachers complete trainings on new COVID-19 related protocols prior to re-opening Students complete a school-provided lesson that addresses new COVID-19 related protocols
Health and Safety: Hygiene Practices	
Maintaining Cleanliness	<ul style="list-style-type: none"> Teachers and students follow proper handwashing techniques and frequency guidance. It is recommended to wash hands every two hours. Teachers and students will access the sanitization stations in the RC frequently. Resource Center staff will wipe down or spray used areas after each student use
Health and Safety: Cleaning & Sanitizing	
Disinfecting Common Areas	STUDENTS:
	<ul style="list-style-type: none"> Students wipe down table, chair, and device with disinfectant wipes after use Students encouraged to bring school-issued laptop from home to utilize in the RC
	RESOURCE CENTER STAFF:
	<ul style="list-style-type: none"> Teachers disinfect surfaces such as tables, chairs, door handles, sink handles, restroom surfaces, and technology equipment between each appointment group
Posted Information	<ul style="list-style-type: none"> Health and safety procedures/reminders posted throughout the RC Teachers ensure that all individuals in the RC follow posted procedures Health Department provides updated documents to post as applicable
Resource Center (RC) Exit Protocols	
Student Exiting Procedures	STUDENTS:
	<ul style="list-style-type: none"> Students who are ready to leave the RC from their appointment will do so by raising their hand to get their teachers attention Student will wipe down their laptop with a disinfectant wipe and turn their laptop into their teacher Students will exit the RC thru the designated exit doors one at a time
	RESOURCE CENTER STAFF:

- | | |
|--|--|
| | <ul style="list-style-type: none">• Resource Center staff will sign-out a student when they leave their appointment• Resource Center staff will return the laptops to the laptop carts after student wipes down |
|--|--|

Social Emotional Learning and Mental Health Services

1. Altus School Social Work Program: Altus Schools will expand social work services. Altus has partnered with San Diego State University to provide supervision of a School Social work Intern who will, with the School Social Worker, provide individual counseling to students, connect families to resources and supports, and work within the multi-tiered system of support to provide intensive intervention for high risk students.
2. Altus School Social Work Program Manual: This document will be updated to reflect the increased need for comprehensive social-emotional services and supports due to Covid-19.
3. Professional Development for Staff:
 - a. Trauma Informed Practices trainings for all staff
 - b. Youth Mental Health First Aid certification for new teachers,
 - c. Signs of Suicide refresher training at Altus Symposium
 - d. Check your Bias training at Altus Symposium
4. Social-Emotional Learning {SEL} for Students: School-provided Resilience In Students and Education {RISE} sessions based on SEL standards and focused on mental health during COVID 19 will continue to take place bi- monthly to support all Altus students.
5. Family Learning Series {Parent University}: School-provided informational sessions for parents regarding mental health, services, and supports will continue to take place on a regular basis to support all Altus parents and families.
6. Curriculum Integration: Social-Emotional Learning Edgenuity curriculum will be integrated into core course curriculum in modules or assigned independently to further support students' mental health and social emotional needs.

Supply List

The Safety Committee will take the lead on ordering supplies needed for resource centers and offices during the COVID- 19 Pandemic. The Safety Committee will meet regularly to discuss and consensus on ordering needs. The Operations Department will facilitate supplies to the RCs through each Safety Ambassador.

Supply Item	June Order	July Order	August Order	September Order	October Order	November Order	December Order
ThermoScanners							
Infection Contactless Thermometers							
AAA Batteries, 2 count per Thermometers							
Hand Sanitizer {individual}							
Hand Sanitizer {stand replacement}							
Latex gloves {Medium}							
Latex gloves {Large}							
Disposable Masks							
Surface Disinfectant Wipes							
Social Distancing Signs							
Re-usable Cloth Face Coverings							
Blue Tape							
Paper Towels {Janitorial}							



Department Schedule Plans



Department Plans

During the COVID-19 Pandemic, the following departments will have their office staff members work in staggered shifts to promote social distancing:

- Instruction
- Student Services Center
- Finance
- Operations
- Human Resources
- Health
- Data and Assessment
- Communications

All regular work hour schedules will be maintained whether an employee is working at the office or from home. The following charts are the specific schedules by department.



**2020-2021 Return to Office
Schedule**

Health Department						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Eleanor Pe	8:30-4:30	NON WORK DAY	8:30-1:30	Remote	8:30-4:30	NON WORK DAY
LeeAnn Adan	7:30-3:30	7:30-3:30	Remote	7:30-3:30	Remote	7:30-3:30
Rose Mooney	9:00-5:00	9:00-5:00	9:00-5:00	9:00-5:00	9:00-5:00	Remote
Lisa Chapman	7:30-3:30	Remote	Remote	7:30-3:30	Remote	7:30-3:30



**2020-2021 Return to Office
Schedule**

Data and Assessment Departments						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Greg Sorber	7:30-4:00pm	Remote/Moreno Valley Sorrento Mesa as needed	Remote/Moreno Valley Sorrento Mesa as needed	Remote/Moreno Valley Sorrento Mesa as needed	Remote/Moreno Valley Sorrento Mesa as needed	Remote/Moreno Valley Sorrento Mesa as needed
Norma Guerrero	7:30-4:00pm	7:30-4:00pm	Remote	7:30-4:00pm	Remote	7:30-4:00pm/Remote Odd
Daniela Lara	7:30-4:00pm	Remote	7:30-4:00pm	Remote	7:30-4:00pm	7:30-4:00pm/Remote Odd
Irene Thai	8:00-4:30pm	Remote	8:00-4:30pm	Remote	8:00-4:30pm	8:00-4:30pm
Masako Nguyen	6:30-3:00pm	6:30-3:00pm	Remote	Remote	Remote	Remote
Sakhone Yin	7:30-4:00pm	7:30-4:00pm	Remote	7:30-4:00pm	Remote	7:30-4:00pm/Remote Even

Communications Department

Communications Department						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Marissa Garcia	7:30 a.m.-4 p.m.	7:30 a.m.-4 p.m.	7:30 a.m.-4 p.m.	7:30 a.m.-11:30 a.m./ Remote	Remote	Remote
Alina Nuno	9 a.m.-5:30 p.m.	Remote	Remote	Remote/ 12:30 p.m.-5:30 p.m.	9 a.m.-5:30 p.m.	9 a.m.-5:30 p.m.



**2020-2021 Return to Office
Schedule**

Human Resources Department						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Maria Cabello	8:30am-5:00pm	8:30am-5:00pm	Remote	8:30am-5:00pm	Remote	8:30am-5:00pm/Remote
Jaime Garcia	8:30am-5:00pm	8:30am-5:00pm	Remote	8:30am-5:00pm	Remote	8:30am-5:00pm/Remote
Theresa Nguyen	7:30am-4:00pm	Remote	7:30am-4:00pm	Remote	7:30am-4:00pm	7:30am-4:00pm/Remote
Mary Trueblood-Fall	6:30am-3:00pm	Remote	6:30am-3:00pm	Remote	6:30am-3:00pm	OFF



2020-2021 Return to Office Schedule

Finance Division						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Luke Evans	7:30 - 4:00pm	Remote	7:30 - 4:00pm	7:30 - 4:00pm	Remote	7:30 - 4:00pm/Remote Even
Veneeta Chan	8:00 - 4:30pm	Remote	8:00 - 4:30pm	Remote	8:00 - 4:30pm	8:00 - 4:30pm/Remote Odd
Amy Law	8:00 - 4:30pm	8:00 - 4:30pm	Remote	8:00 - 4:30pm	Remote	8:00 - 4:30pm/Remote Odd
Nelia Malihan	8:30 - 5:00pm	8:30 - 5:00pm	Remote	Remote	8:30 - 5:00pm	8:30 - 5:00pm/Remote Even
Andy Tecson	8:00 - 4:30pm	8:00 - 4:30pm	Remote	Remote	8:00 - 4:30pm	8:00 - 4:30pm/Remote Even
Elgin Salagubang	7:30 - 4:00pm	7:30 - 4:00pm	Remote	7:30 - 4:00pm	Remote	7:30 - 4:00pm/Remote Even
Andrew Buechele	8:30 - 5:00pm	Remote	8:30 - 5:00pm	Remote	8:30 - 5:00pm	8:30 - 5:00pm/Remote Odd
Susan Martinez	8:30 - 5:00pm	8:30 - 5:00pm	Remote	Remote	8:30 - 5:00pm	8:30 - 5:00pm/Remote Odd
Juliet Da Silva	8:30 - 5:00pm	8:30 - 5:00pm	Remote	8:30 - 5:00pm	Remote	8:30 - 5:00pm/Remote Odd
Aira Nucup	8:30 - 5:00pm	Remote	8:30 - 5:00pm	Remote	8:30 - 5:00pm	8:30 - 5:00pm/Remote Even

**Payroll team will be present for Monthly & bi-monthly payroll*

**AP May be present for special circumstance and urgent payments*



**2020-2021 Return to Office
Schedule**

Operations Department						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Matt Rose	7am - 3:30pm (times change depending on off site projects)	AM in Sorrento Mesa PM Remote	AM in Sorrento Mesa PM Remote	AM in Sorrento Mesa PM Remote	AM in Sorrento Mesa PM Remote	AM in Sorrento Mesa PM Remote
Aida Garcia	8:30 - 5:00pm	Sorrento Mesa	Remote	Remote	Sorrento Mesa	Sorrento Mesa
Danielle Saguil	7:30am - 4pm (times change depending on off site projects)	RCs/Remote	Sorrento Mesa	RCs/Remote	Sorrento Mesa	RCs/Remote
Elizabeth Short	8:00-4:30 (August to touch back on work location)	Remote	Remote	Remote	Remote	Remote
Steven Gloria	7am - 3:30pm (times change depending on off site projects)	Sorrento Mesa	Sorrento Mesa/ Mission Valley	Sorrento Mesa/Bonita	Sorrento Mesa/ Mission Valley	Sorrento Mesa/ Bonita
William Kilmer	7am - 3:30pm (times change depending on off site projects)	Bonita	Bonita	Bonita	Bonita	Bonita



2020-2021 Return to Office Schedule

Student Services Center Department						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Natasha Dunnells (SM)	7:30-4:00	Sorrento 7:30-4:00	Sorrento 7:30-4:00	Sorrento 7:30-4:00	Sorrento 7:30-4:00	Sorrento 7:30-4:00
Damesha Holiday (SM)	9:00-5:30	Remote	Sorrento 9:00-5:30	Sorrento 9:00-5:30	Sorrento 9:00-5:30	Remote
Miriam Gallardo (OT)	7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Old Town 7:30-4:00 (every other Friday remote)
Esli Algandar (OT)	7:30-4:00	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00(every other Friday remote)
Paloma Samano (OT)	7:30-4:00	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00 (every other Friday remote)
Priscilla Villarreal (OT)	7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Old Town 7:30-4:00 (every other Friday remote)
Jessica Andrecht (OT)	7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Old Town 7:30-4:00 (every other Friday remote)
Christian Rodriguez (OT)	7:30-4:00	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00 (every other Friday remote)
Jessica Andrecht (OT)	7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Old Town 7:30-4:00 (every other Friday remote)
Rosan Duenas (MV)	7:30-4:00	MV 7:30-4:00	Remote	MV 7:30-4:00	Remote	MV 7:30-4:00 (every other Friday remote)
Jennifer Nieves (MV)	7:30-4:00	Remote	MV 7:30-4:00	Remote	MV 7:30-4:00	MV 7:30-4:00 (every other Friday remote)
Chelsea Cullum (EC)	7:30-4:00	El Cajon 7:30-4:00	El Cajon 7:30-4:00	El Cajon 7:30-4:00	Remote	Remote
Jasmine Moedano (NC)	7:30-4:00	Remote	NC 7:30-4:00	NC 7:30-4:00	NC 7:30-4:00	Remote
Bronwen Campbell (BT)	7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00
Betty Barcelo (BT)	7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00
Gemini Gonzales (BT)	7:30-4:00	Bonita 7:30-4:00	Remote	Bonita 7:30-4:00	Remote	Bonita 7:30-4:00 (every other Friday remote)
Vielsy Monteiro (BT)	7:30-4:00	Remote	Bonita 7:30-4:00	Remote	Bonita 7:30-4:00	Bonita 7:30-4:00 (every other Friday remote)
Karen Miranda (TZ)	8:00-4:30	Topaz 8:00-4:30	Remote	Topaz 8:00-4:30	Remote	Topaz 8:00-4:30 (every other Friday remote)



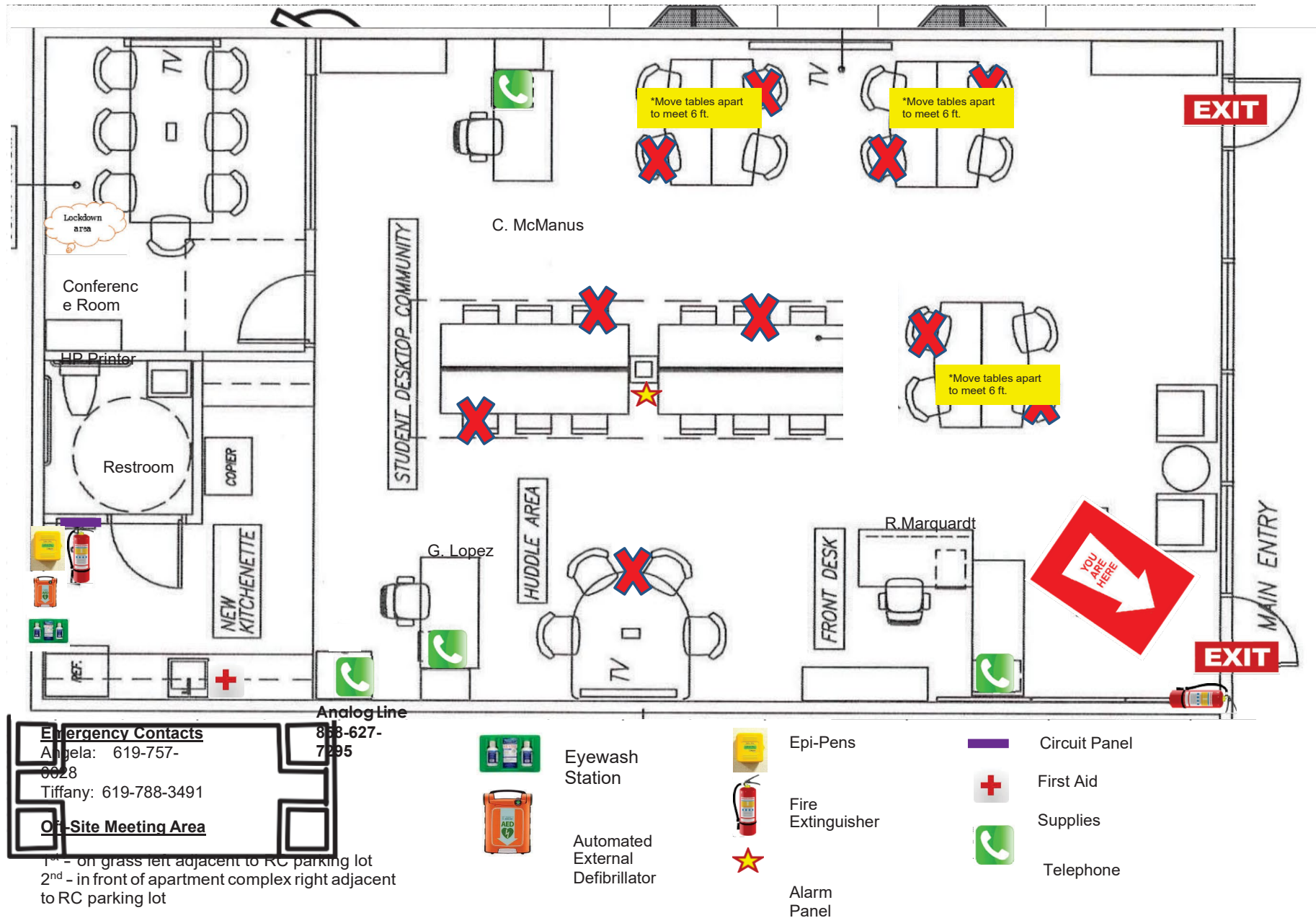
2020-2021 Return to Office Schedule

Student Services Center Department						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Katie Zamani (SM)	7:30-3:30	Remote	RC's/SM Office	Remote	RC's/SM Office	RC's/SM office (every other Friday remote)
Alaura Dorociak (OT)	**maternity leave 6/18 through early Sept	RC's/OT office	Remote	RC's/OT office	Remote	RC's/OT office (every other Friday remote)
Steve Sutherland (MV)	8:00-4:00	Remote	RC's/MV Office	Remote	RC's/MV Office	RC's/MV office (every other Friday remote)
Meghann Kemery (BT)	7:30 - 3:30	RC's/BT office	Remote	RC's/BT office	Remote	RC's/BT office (every other Friday remote)
Sarah Lemler (NC)	8:00-4:00	Remote	RC's/Office	Remote	RC's/Office	RC's/Office (every other Friday remote)
Sharnita Moore (MRV)	8:00-4:00	Moreno Valley RC	Remote	Moreno Valley RC	Remote	Moreno Valley RC
Michael Fagan (PV)	8:00-4:00	RC's/PV Office	Remote	RC's/PV office	Remote	RC's/PV office (every other Friday remote)
Alex Carrillo (TZ)	8:00-4:00	Remote	RC's/Office	Remote	RC's/Office	RC's/Topaz Office (every other Friday remote)

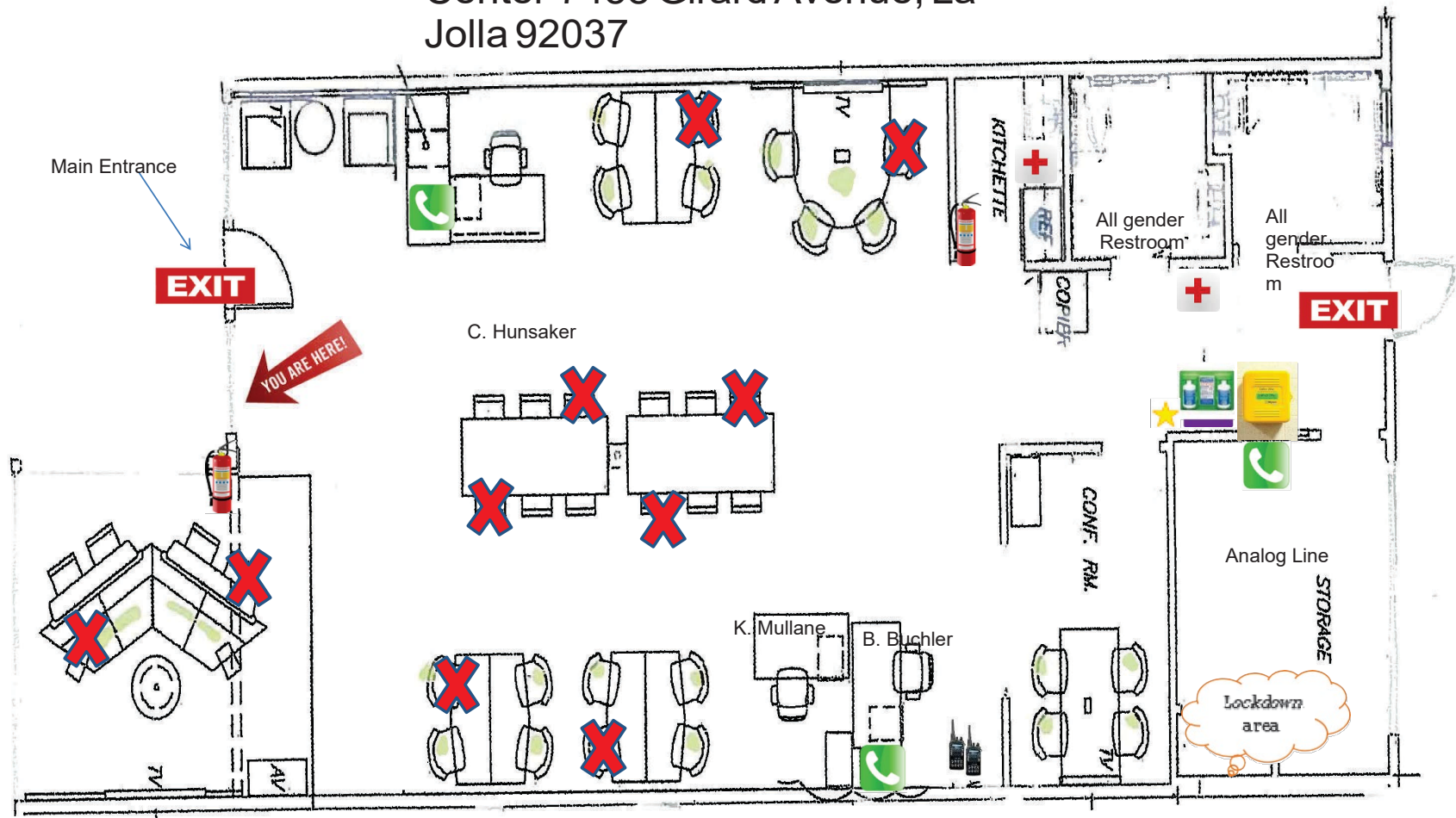
Revised Resource Center Layout Plans



Audeo Charter School • Kearny Mesa Resource Center
7520 Mesa College Drive • San Diego, CA 92111



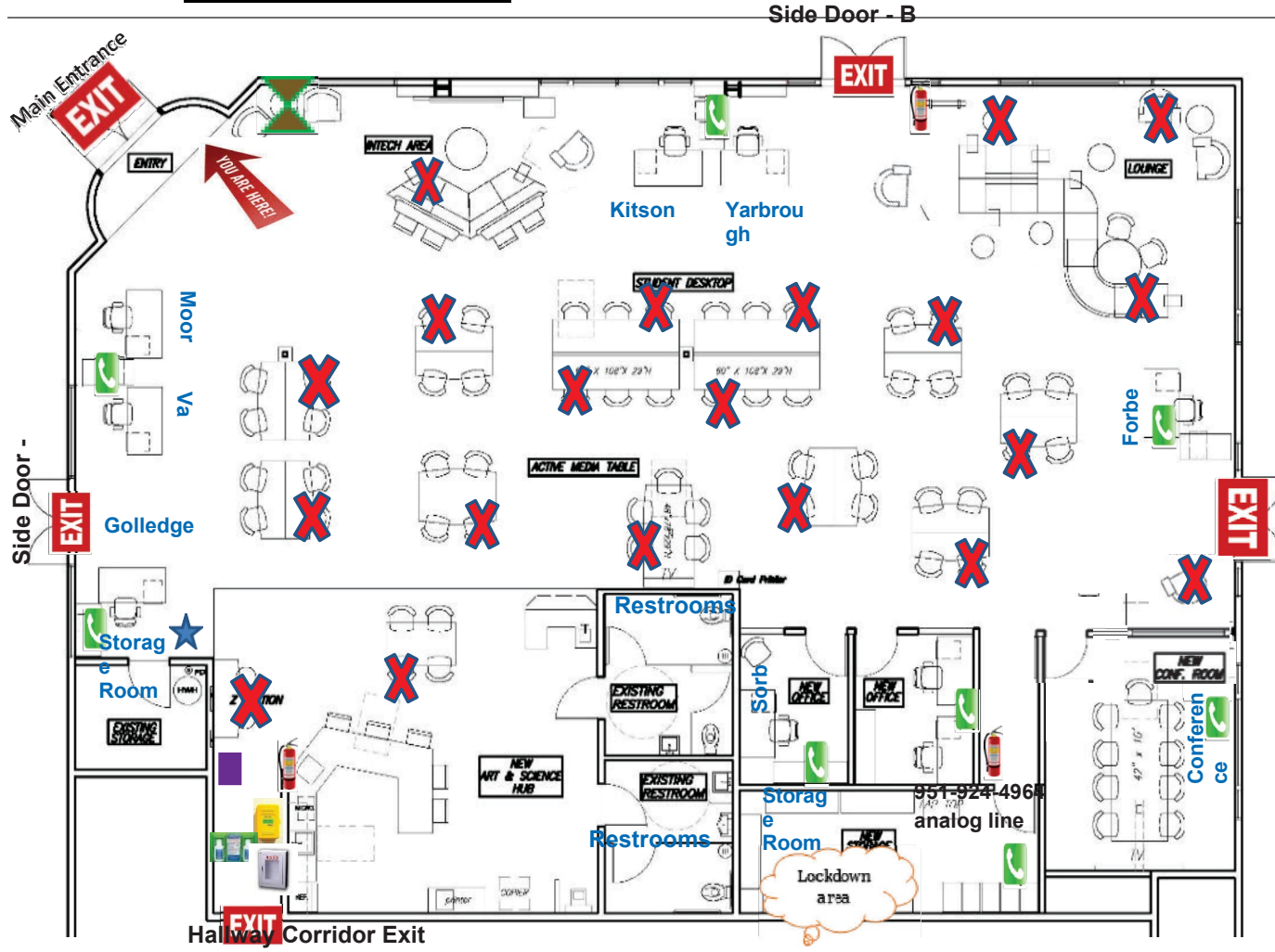
Audeo - La Jolla Resource Center 7458 Girard Avenue, La Jolla 92037











				Off-Site Meeting Area A: Meet in front of RC.	Sign-In Binders at Teacher Desks
				Off-Site Meeting Area B: Meet at CVS on Fay & Draper	
				Emergency Contacts Angela Neri : 619-757-0028 Tiffany Yandell: 619-788- 3491	

**Audeo Charter School
Moreno Valley Resource Center
27130 Eucalyptus Avenue, Suite A
Moreno Valley, CA 92555**

858-678-2050



-  Fire Life Safety System
-  Epi-Pens
-  Fire Extinguisher
-  First Aid Supplies
-  Circuit Panel
-  Eye Wash Kit
-  Alarm Keypad
-  AED

1st Emergency Meeting Area
Exit Side Door - B and Rear Door and meet in parking lot next to planter and benches

2nd Emergency Meeting Area
Exit nearest door, head north to Kohl's Department Store.

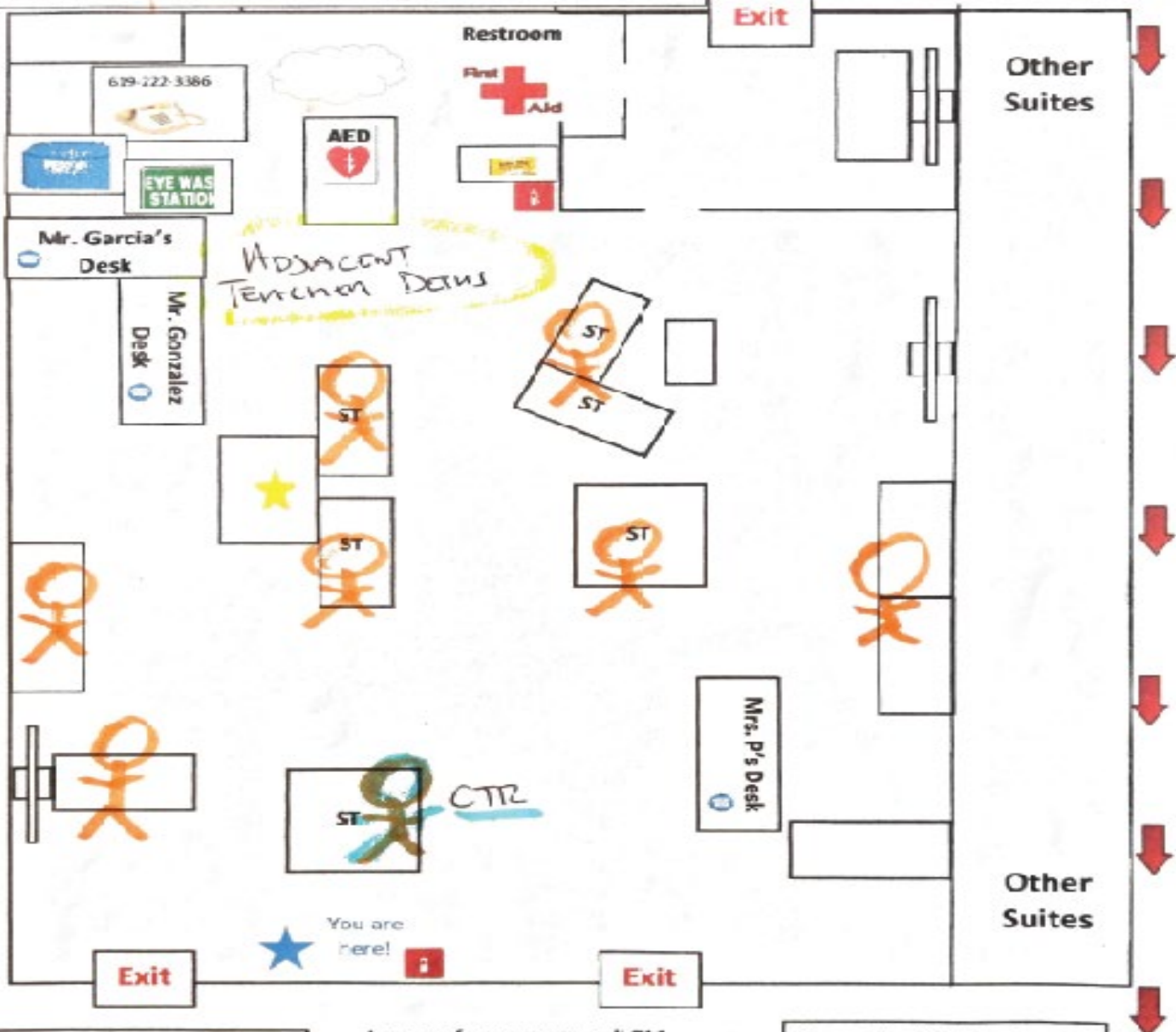
Emergency Contacts
Angela : 619-757-0028
Tiffany: 619-788-3491

R
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Point Loma Resource Center:

3145 Rosecrans Street Ste. D San Diego, CA 92117



ST=Student Table

CT=Computer Table

Fire Extinguisher

Epi Pen

Alarm Pad

In case of emergency, call 911.





Non-emergency, please call:

Tiffany Yandell: 619-778-3491

or Angela Neri: 619-757-0078

Evacuation Meeting Area
#1: SW Corner of
Bankstar Parking LotEvacuation Meeting Area #2
CVS in Loma Square

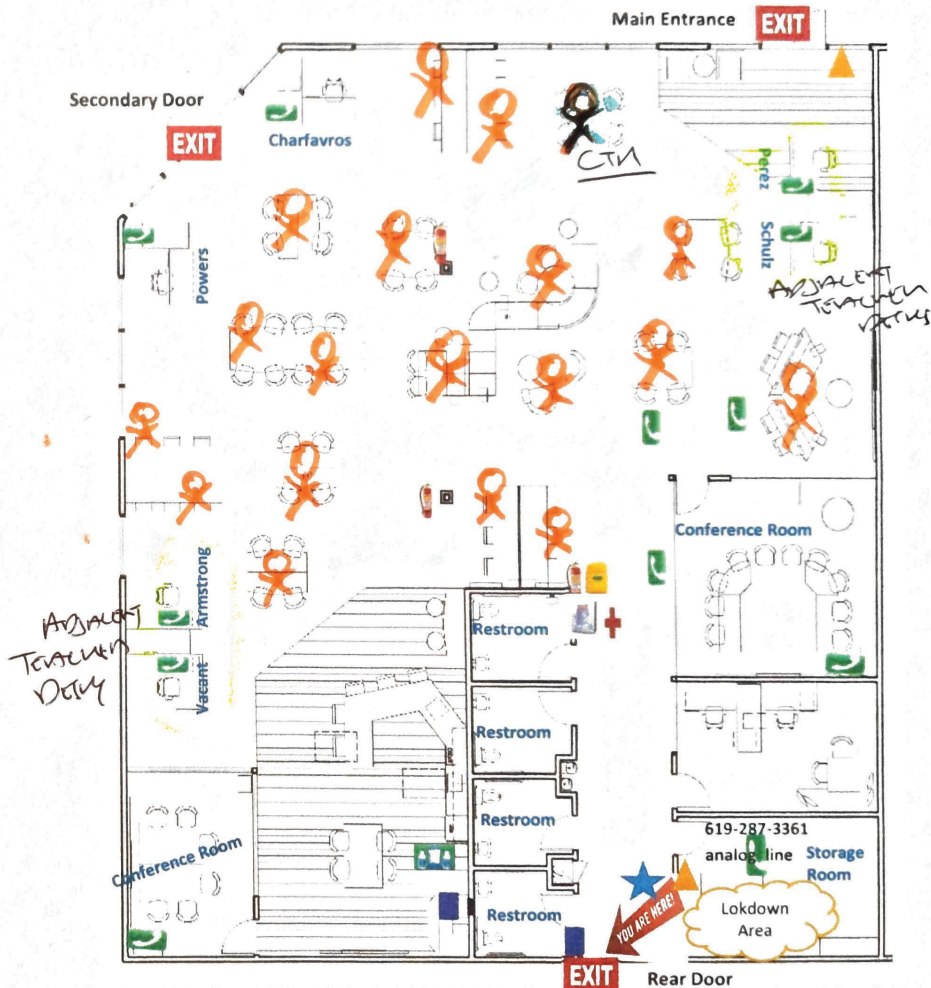
The Charter School of San Diego
College Avenue Resource Center
4585 College Avenue, Suite C
San Diego, CA 92115
858-678-2020

-  Epi-Pens
-  Fire Extinguisher
-  First Aid Supplies
-  Circuit Panel
-  Eye Wash Kit
-  Alarm Keypad
-  AED
-  Fire Life Safety Panel

1st Emergency Meeting Area
 Exit rear door, walk to lawn

2nd Emergency Meeting Area
 Exit main door to the right. Meet in front of Vons

Emergency Contacts
 Angela : 619-757-0028
 Tiffany: 619-788-3491

















Student MAY CAP: 18

Downtown Resource Center
1095 K Street Suite A , San Diego, CA 92101
(858) 203-4621

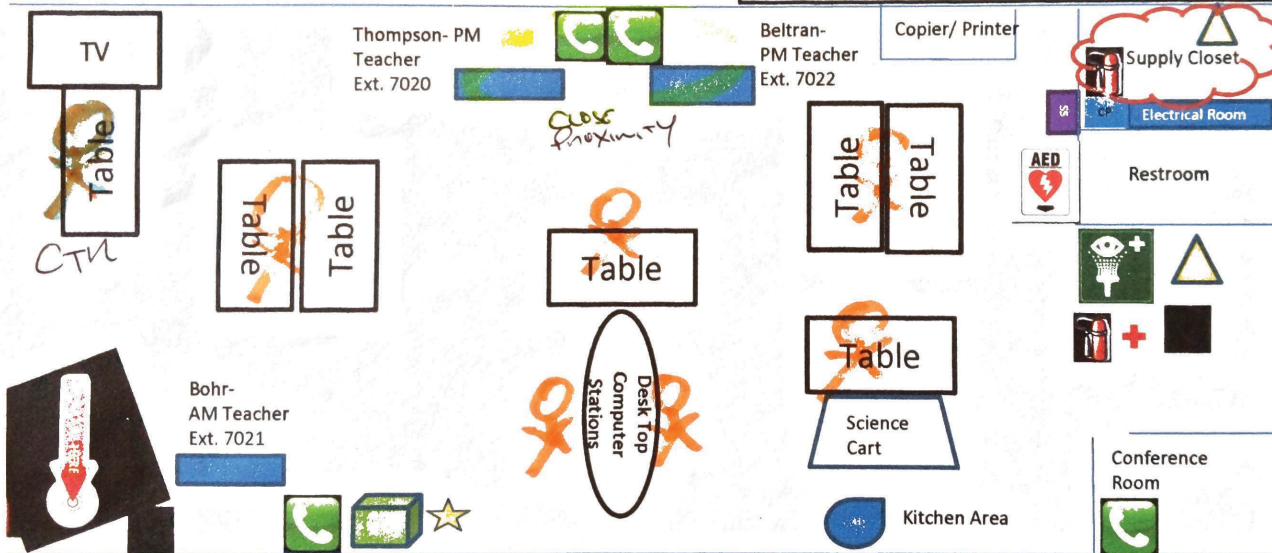
Evacuation Meeting Area:

Go out the Exit, turn left and follow the sidewalk to 10th Ave. is 10th Ave until gates of Park. The open space is meeting area.

Go out the Exit, turn right follow the sidewalk to 11th . Cross 11th Ave until sing the library gates. Turn and enter the library.

- | | | | |
|--|--|--|--|
|  First Aid/Emergency Red Backpack |  Lockdown Area |  Epi Pen |  Analog Emergency Phone Lines |
|  Circuit Panel |  Blood Borne Pathogen Kit |  Computer Cart |  Teacher Phones |
|  Security System |  Fire Extinguisher |  Filtered Water |  Eye Wash Station |
|  Fire Alarm Panel |  AED | | |

In An Emergency: Dial 911
To Report An Incident: Dial CSSD Safety Coordinator
Tiffany (619) 778-3491 / Angela (619) 757-0028



Evacuation Route 1

Last updated: 01/08/2020

Student Max CAP: 6



**The Charter School
Euclid Resource Center
220 Euclid Avenue
San Diego, CA 92101
619-266-1036**

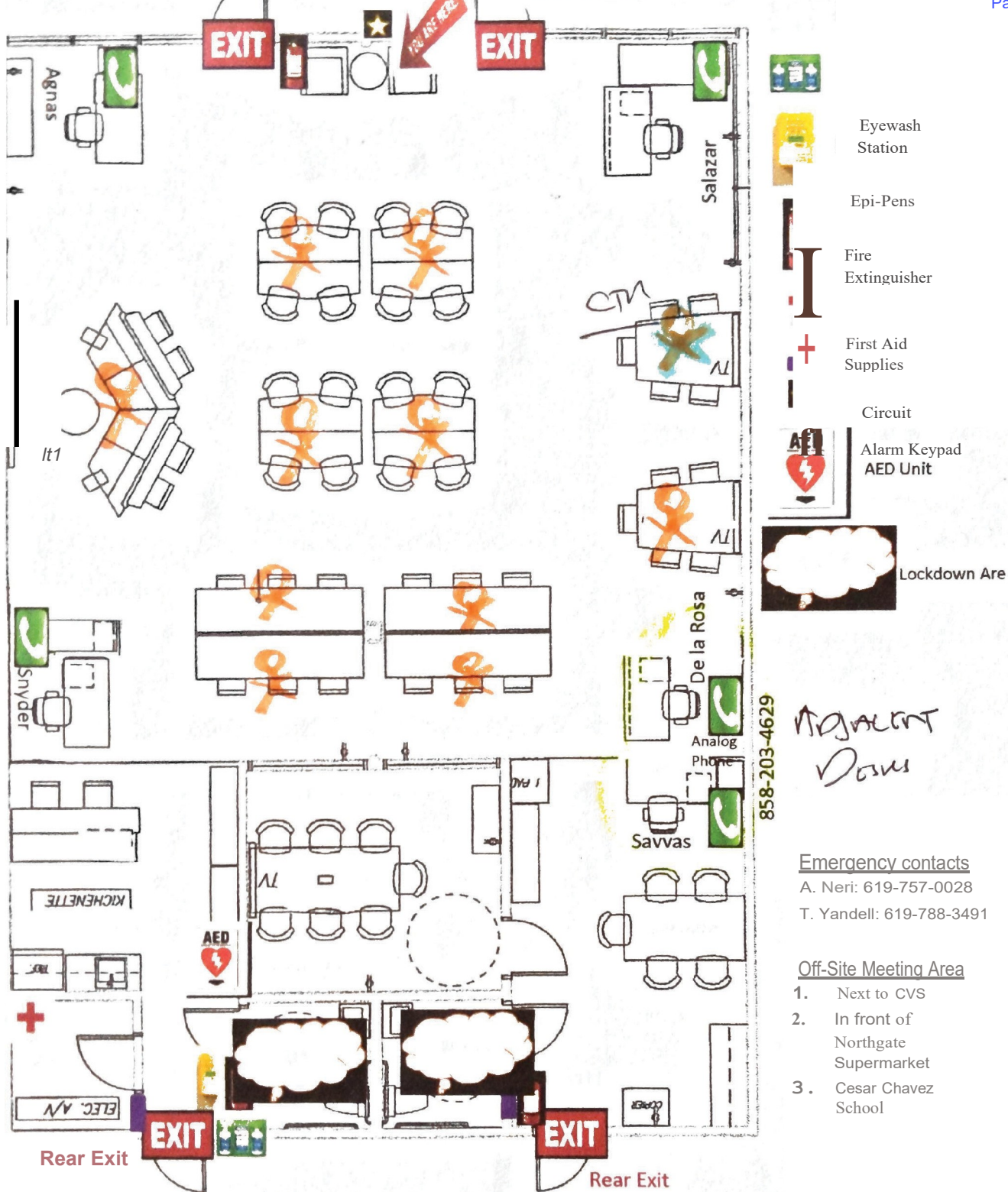
1st Emergency Meeting Area
Exit main door, turn right and walk down sidewalk. Meet next to the marquee sign on grass area.

2nd Emergency Meeting Area
Exit main door, go to the right and up street to St Rita's Church on corner of Imperial and Euclid.

Emergency Contacts
Angela 619-757-0028
Tiffany 619-788-3491

STUDENT MAY 17





STUDENT
MAY CAL 8

10

CSDD – Lake Murray Resource Center • 8776 Lake Murray Boulevard, San Diego, CA 92119



Evacuation Meeting Area #1

Students exit the RC from the side door and meet on the sidewalk away from the eave of the building.

Evacuation Meeting Area #2

Students exit the RC from the front entrance and meet near the dumpster.

Emergency Contacts

Tiffany: 619-788-3491

Angela: 619-757-0028



Epi-Pens



Fire Extinguisher



First Aid Supplies



Circuit Panel



Eye Wash Kit



Alarm Keypad



Water Shut-off /back flow cages



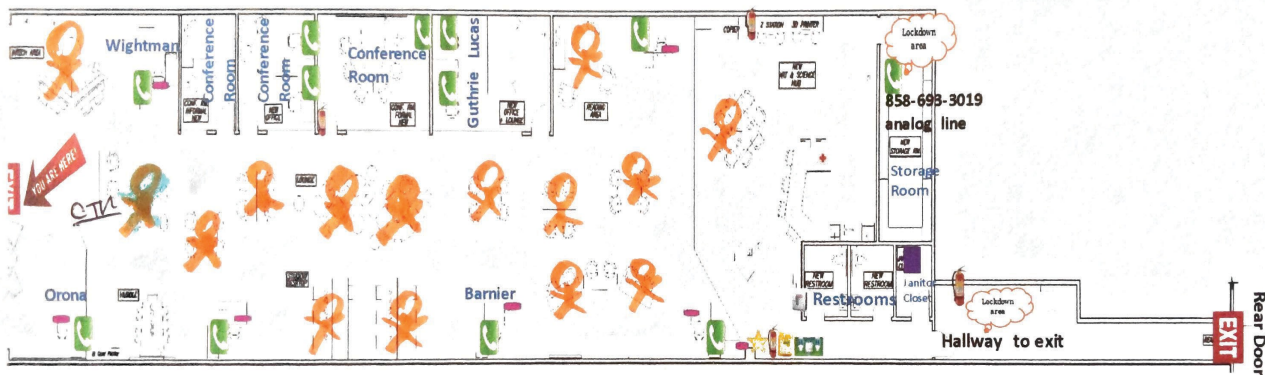
SDGE Meter Room



AED Unit

STUDENT MAX CAP: 22

**The Charter School of San Diego
Mira Mesa Resource Center
8290-B Mira Mesa Blvd
San Diego, CA 92126
858-678-2020**











1st Emergency Meeting Area
Exit rear door, go thru parking lot to grassy area next to street.

2nd Emergency Meeting Area
Exit main door to the right. Follow the sidewalk, to the corner where the stop sign is. Cross parking lot to Chase Bank.

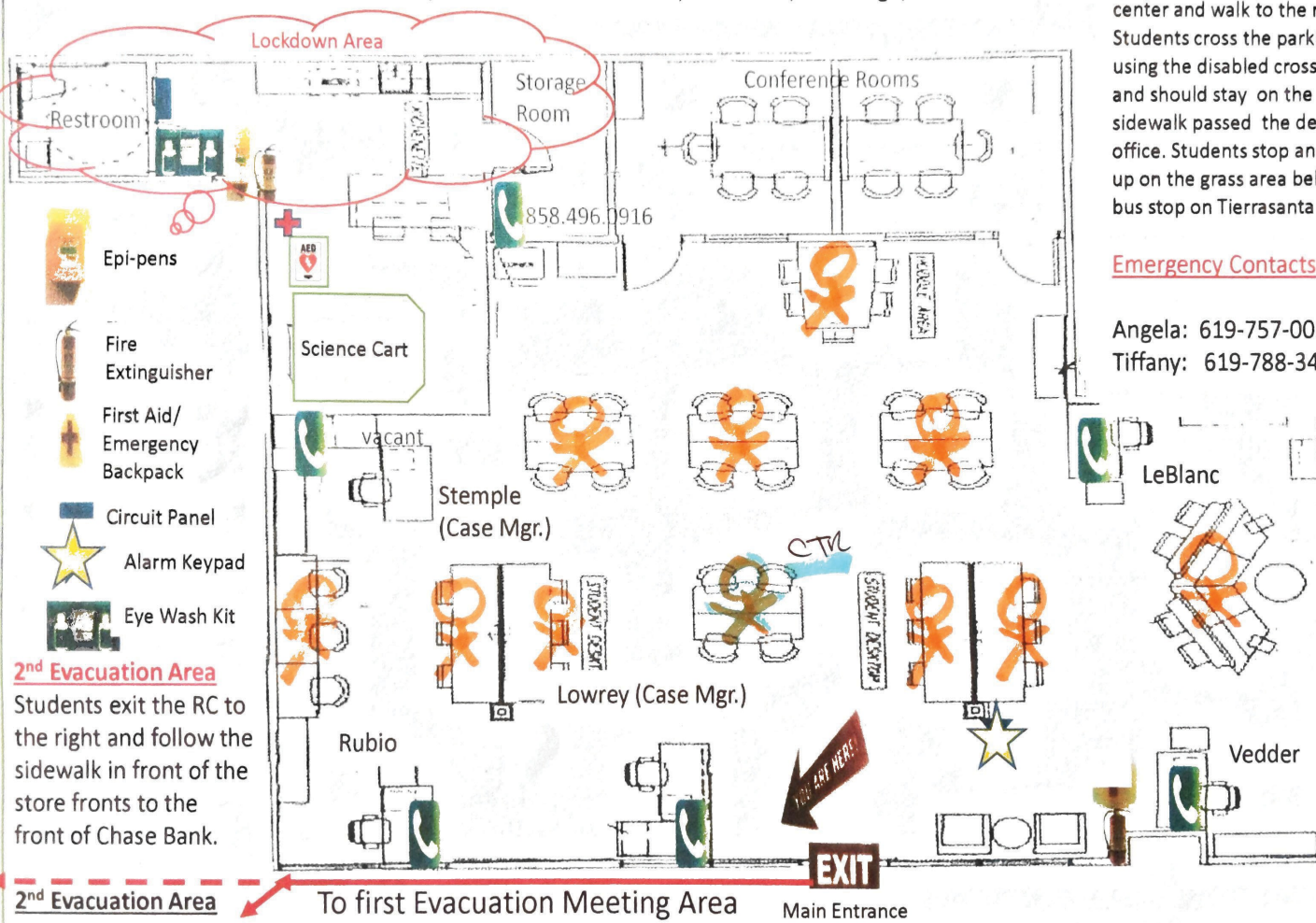
Emergency Contacts
Angela: 619-757-0028
Tiffany: 619-788-3491

Lockdown Area 1
Storage Room
Lockdown Area 2 (more space)
Hallway to Exit

-  Epi-Pens
-  Fire Extinguisher
-  First Aid Supplies
-  Circuit Panel
-  Eye Wash Kit
-  Alarm Keypad
-  AED
-  Panic Door System Remote

Student My Cap: 14

CSSD – Tierrasanta Resource Center, 10425 Tierrasanta Blvd., Suite 101, San Diego, CA 92124



1st Evacuation Meeting Area

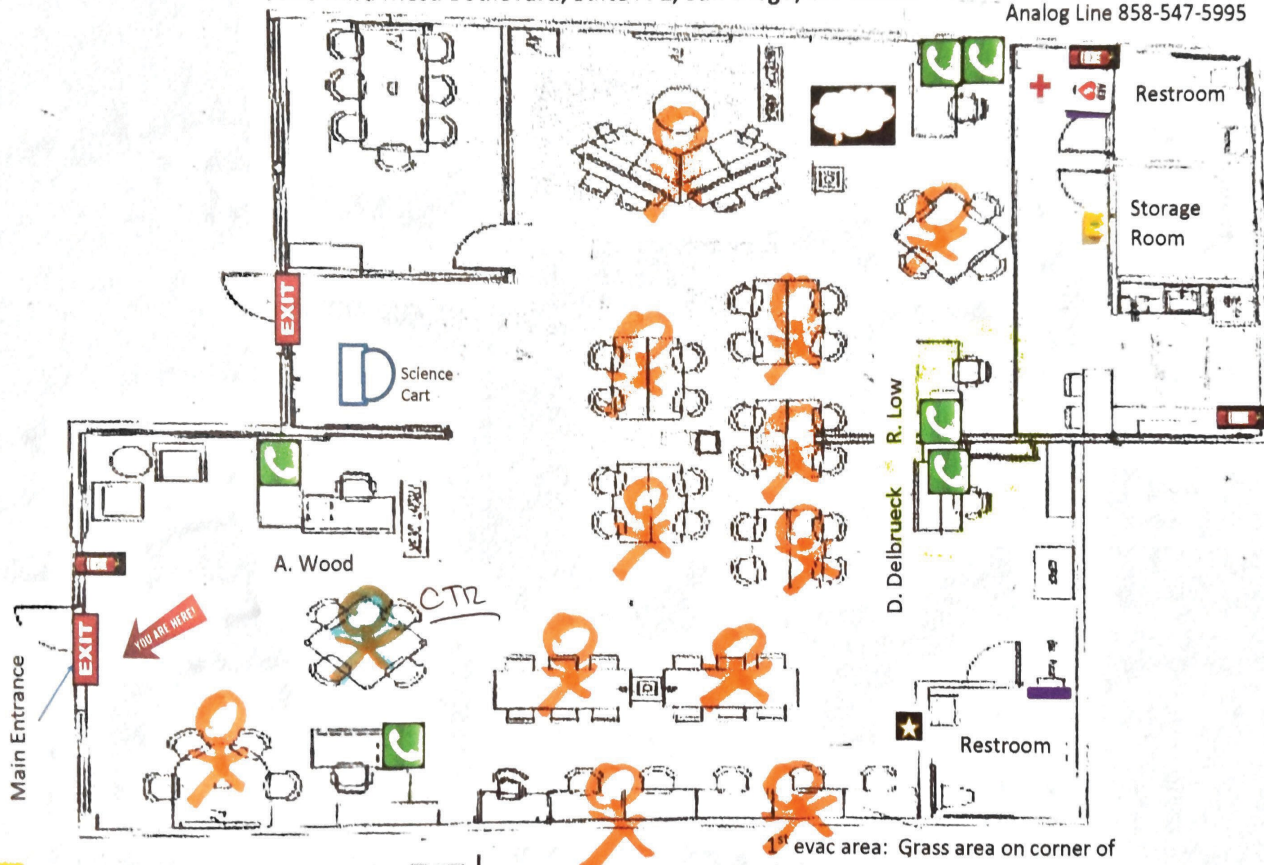
Students exit the resource center and walk to the right. Students cross the parking lot using the disabled crosswalk and should stay on the sidewalk past the derelict office. Students stop and line up on the grass area behind the bus stop on Tierrasanta Blvd.

Emergency Contacts

Angela: 619-757-002
Tiffany: 619-788-341

CSSD Scripps Ranch Resource Center
9910 Mira Mesa Boulevard, Suite A-2, San Diego, CA 92131

Analog Line 858-547-5995



-  Epi-Pens
-  Fire Extinguisher
-  telephone
-  Circuit Panel
-  First Aid Supplies
-  AED Unit

1st evac area: Grass area on corner of Herbert and Mira Mesa Blvd
 2nd Evac area: North staircase outside of building

Emergency Contacts:
 Angela: 619-757-0028
 Tiffany: 619-778-3491









STUDENT MAY CAP 8 12

Clairemont Resource Center - Emergency Exit Plan

4340 Genesee Avenue, Suite 109, San Diego, CA 92117

STUDENT
Max Cap: 7

KEY

- | | | | |
|---|--------------------------------|---|------------------|
|  | First Aid / Emergency Supplies |  | Restrooms |
|  | Fire Extinguisher |  | Eye Wash Station |
|  | EpiPen |  | Exits |
|  | Phone Line |  | AED |

CONTACTS

CLAIREMONT RESOURCE CENTER: (858) 203-4620

Tiffany.....Off. (858) 678-2041.....c/ (619) 778-3491
Angela.....Off. (858) 678-2045.....c/ (619) 757-0028

PLAN A



PLAN A
EVACUATION MEETING AREA:
Go out EAST EXIT and walk to
El Pollo Loco parking lot.

PLAN B
EVACUATION MEETING AREA:
Go out EAST EXIT, turn right,
and walk to Liberty Park
Medical Dental parking lot.

CSSD – North Park Resource Center
2940 North Park Way, San Diego, CA 92104



STUNO-1 MAX CAP 10

The Charter School of San Diego
Petco Resource Center
1091 K Street, Suite A101
San Diego, CA 92101
858-678-2020



Epi-Pens

Fire
ExtinguisherFirst Aid
Supplies

Circuit Panel



Eye Wash Kit



Alarm Keypad



ThermoScan



Hand Sanitizer



Door Unlock Button



COVID Caddy

1st Emergency Meeting Area

Exit front door, cross street at corner of 10th and K street. Meet in front of Gated Area of Petco Park.

2nd Emergency Meeting Area

Exit front door, veer to your right and go to 10th and J street, meet at Gated area of Park at the Park.

Emergency Contacts

Angela : 619-757-0028

Tiffany: 619-788-3491

Emergency Secondary Exit
which leads to Courtyard of
Building Residential Units

The Charter School Of San Diego
Cadet Corp Resource Center
6907 Paradise Valley Road, Unit 1
San Diego, CA 92139
858-678-2020

1st Emergency Meeting Area

Exit main door , walk across parking lot and meet in parking lot area next to Auto Zone.

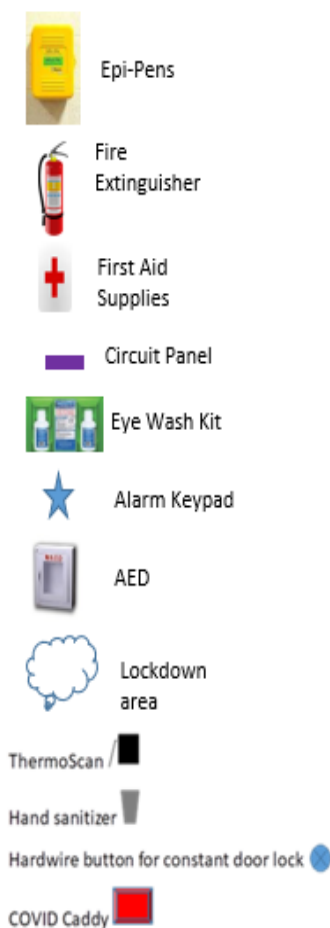
2nd Emergency Meeting Area

Exit Main Door, head east and go to Dialysis center.

Emergency Contacts

Angela : 619-757-0028

Tiffany: 619-788-3491



DRAFT POSTERS, DECALS & SIGNAGES

Entrance Poster

We want you to be safe and feel safe.
We're in this **TOGETHER**.

Are you experiencing any of the following?


- Cough
- Shortness of Breath
- Difficulty Breathing
- Fever
- Chills
- Muscle Aches
- Sore Throat
- New Loss of Taste or Smell

Let us know!


Have you been in close contact with anyone who may have COVID-19?

(Within 6 feet for 15 or more minutes with a person diagnosed with COVID-19)


STEP ONE



STEP TWO



STEP THREE



Help us by doing your part!

DO the 5

Wash & Sanitize your hands often.

Cover your Cough & Sneeze with a tissue or into your elbow.

AVOID touching your face.

Keep a Safe Distance from others.

Limit Sharing of objects and equipment.



TO ENSURE 6 FOOT SOCIAL
DISTANCING,
THIS SEAT IS CURRENTLY
UNAVAILABLE.

Thank you for your cooperation.



SIDEWALK – Exterior Floor Decal Leading to Front Doors

Size – 12” Circles

Exterior Vinyl



ENTRYWAY— Interior Floor Decals Upon Entering

Size – 15” Circles

Removable Vinyl that doesn't damage floor/carpet



DIRECTIONAL— Arrow Carpet Decals (Throughout RC)

Size – 8" Circles

Removable Vinyl that doesn't damage floor/carpet



NOTICE – Storefront Window Cling Decal

Size – 12” Square

Installed inside of glass facing out

**Our Students and Staff remain
our TOP PRIORITY.**

NOTICE:

We are enforcing Health & Safety Measures
to protect our students, staff, and guests.

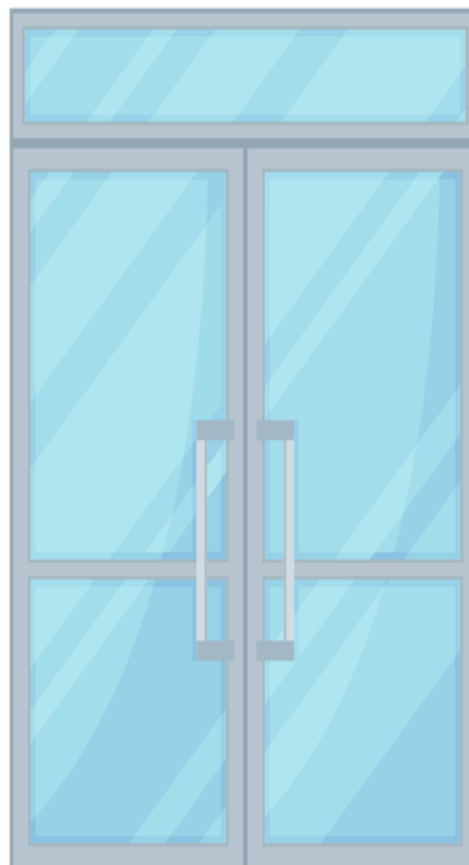
**Before entering, a face covering is
required for ALL (ages 2+) and must be
worn for the duration of your stay.**

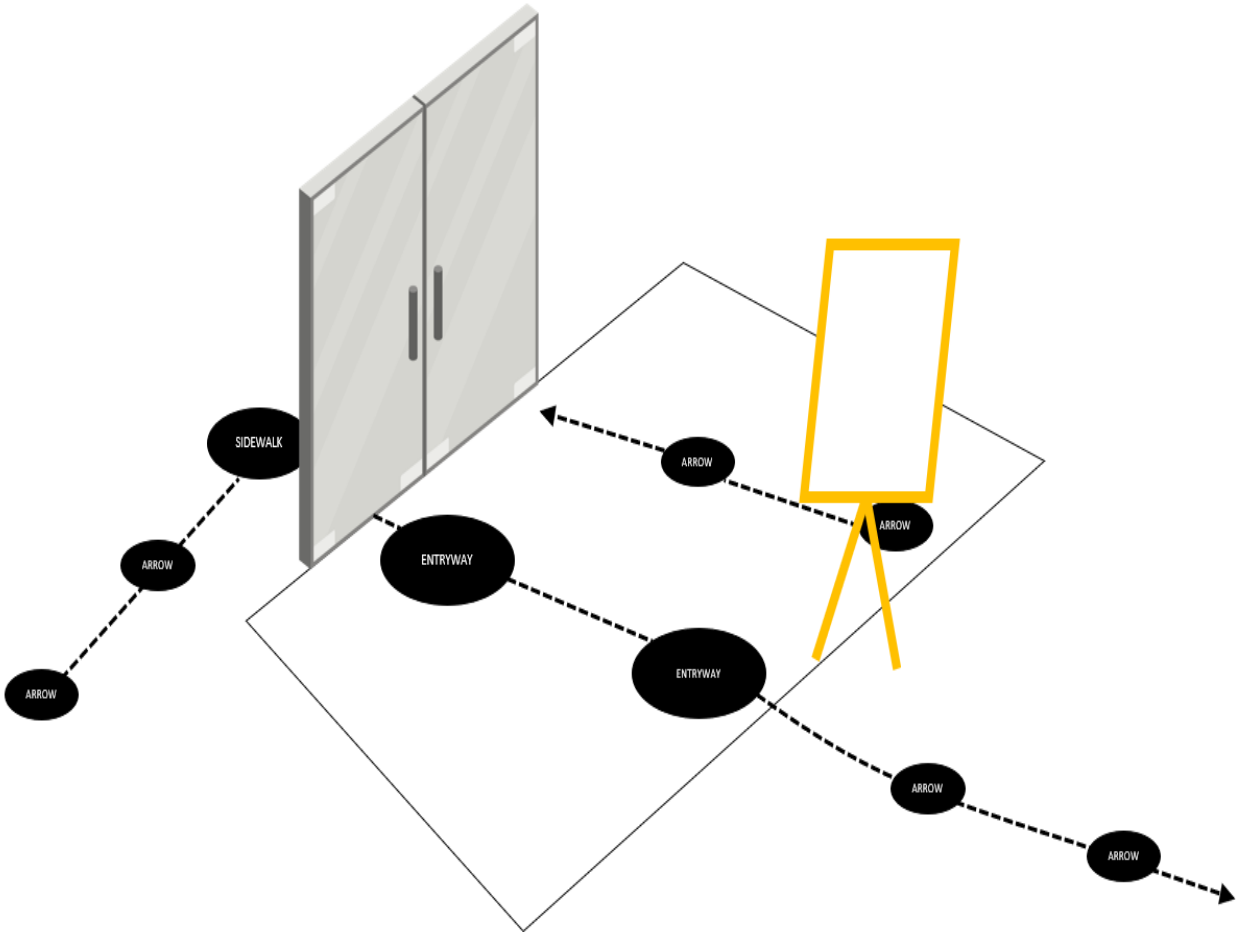
Disposable or reusable breathable material that
fully covers the nose and mouth, handsfree.

Thank you

 **Altus**
SCHOOLS

Knowing the difference between
Being SAFE & Feeling SAFE





DRAFT* ALTUS COVID-19 RESOURCE CENTER GUIDANCE SHEET *DRAFT**ARRIVAL:**

Staff member to ensure 6 feet social distancing of all visitors upon check-in:

- Required Face Covering
- Temperature Check (no-touch thermometer) no more than 100°F. If over 100°F, re-check within 15 minutes to confirm.
- Symptom Check Questions:
 - a. Do you have a cough, shortness of breath, difficulty breathing, fever, chills, muscle aches, sore throat, new loss of taste or smell, nausea, vomiting and/or diarrhea?
 - b. Have you been in close contact with anyone who may have COVID-19 (within 6 feet for 15 or more minutes with a person diagnosed with COVID-19)?

If STUDENT responds yes to question (a) and/or (b), student shall be directed to the waiting area to be picked up by parent/guardian as soon as possible. Parent to follow-up with health provider for instructions.

If STAFF answers yes to question (a) and/or (b), staff shall go home & follow-up with health provider for instructions. Teacher to contact Resource Center Nurse to communicate additional guidance & follow-up.

- Upon entry, all individuals apply hand sanitizer.
- Staff to direct student to teacher for seating assignment & instructions (while social distancing, if another student speaking to teacher).

DURING:

- Staff to ensure that students arrive at designated block times.
- Staff and students to practice frequent handwashing (at least every two hours) & as needed.
- Staff and students to practice 6 feet social distancing and wear face covering/mask at all times.
- Staff to ensure that student snack or lunch break during staggered times and enforcing social distancing. AVOID sharing food and utensils.
- Limit use of common area equipment (copy machine or play equipment) or sharing materials. Staff membersto disinfect after student block times and as needed.
- Frequently touched surfaces shall be disinfected between student blocks, beginning & end of the day and as needed: door handles, light switches, sink handles, surfaces, tables, student desks, chairs, etc.

DEPARTURE and Disinfecting:

- Student to leave electronic device(s) at the desk. Devices will be disinfected at the end of each student block. (wipe with disinfectant and leave device untouched for 10 mins)
 - Staff to take set-time between student blocks, end of day and as needed.
 - Disinfecting Bin and Supplies: Bin to be kept with TEs in a secured area. Safety Ambassador to submit a Ticket via Altus Wave for PPE replenishment requests.
 - Disinfect the following:
 - a. Common areas: door handles, light switches, tables, desks, sink handles & surfaces.
 - b. Student areas: desk and chairs.
 - c. Electronics: iPads, computer monitors and laptops. No not spray technology. Use disinfecting wipe only. Clean the keyboard, mouse and other plastic areas. Do not wipe monitor.
- (wipe with disinfectant and leave device untouched for 10 mins)

CONSIDERATIONS:

- Prevent discrimination against students who (or whose families) have been diagnosed with COVID-19.
- Staff and students to remember to wash cloth face coverings/masks on a regular basis.
- Limit non-essential visitors, volunteers and activities at this same time. On-site parent meetings shall be limited to one parent.

- Monitor staff and students throughout the day for signs of illness. Send home students and staff with a fever of 100°F degrees or higher and or symptoms of COVID-19 (refer to list above).

Fever / COVID-19 Symptom Decision Tree

(Version: 07/31/2020c)



At school, student or staff member develops any one of the following signs or symptoms:

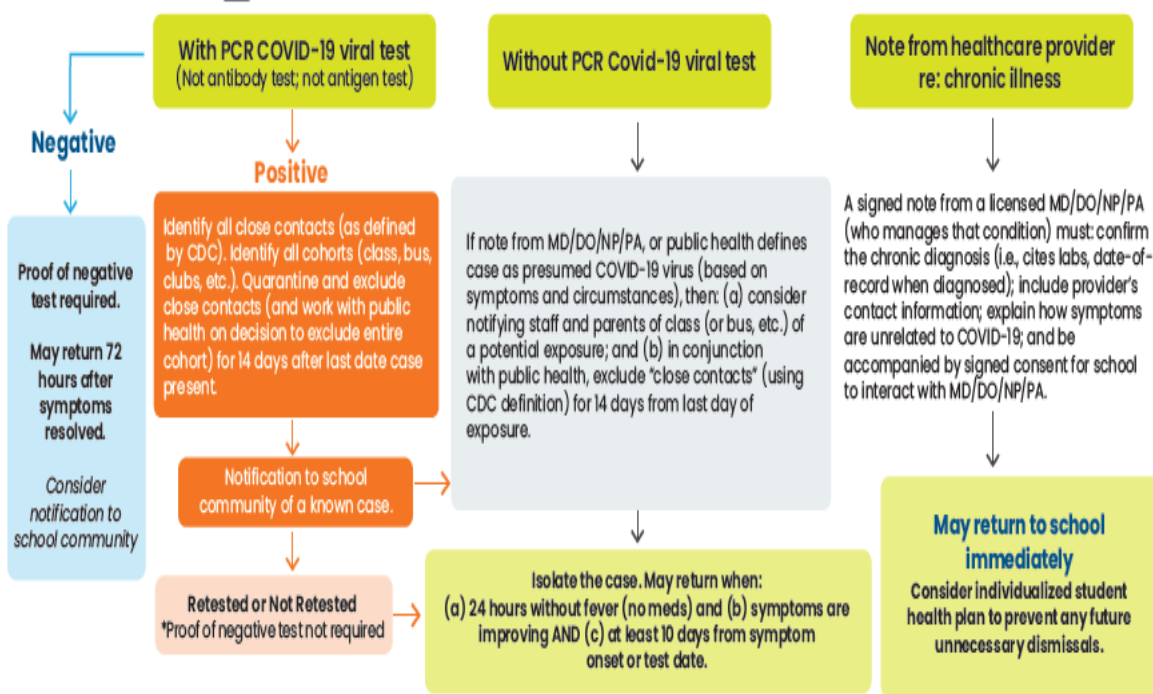
- ☐ Fever with or without chills/rigors (fever defined as $T > 100.0$ that does not resolve within 30 min. without medication);
- ☐ Cough* ☐ Shortness of breath ☐ Nasal congestion/rhinorrhea (runny nose)* ☐ Sore throat
- ☐ Nausea, vomiting, or diarrhea* ☐ Fatigue* ☐ New loss of taste/smell ☐ Headache*
- ☐ Muscle or body aches* ☐ Poor feeding or poor appetite*

* Disregard this symptom if school personnel already aware of a chronic, pre-existing condition that causes the symptom. The nature of the presenting symptom (e.g., duration, intensity) must be consistent with the underlying chronic condition.

ACTION: Apply appropriate PPE; isolate student/staff member until sent home; recommend they reach health care provider for instructions.
Note: Other infections can cause same symptoms (e.g., flu, strep, etc.) but these do not rule out COVID-19 as co-occurring



STUDENT / STAFF TO STAY HOME UNTIL...





August 27, 2020

Dear Parents/Guardians and Students,

In collaboration with the California Department of Public Health and response to the COVID-19 pandemic, we are re-opening our Resource Centers (RC) to in-person learning on [date]. With careful planning and preparation, we have established safety measures to ensure the safety of our students, teachers, and staff.

Please review the following COVID-19 Precautions and Guidelines:

- **Temperature:** All students & staff will have their temperature checked upon arrival to ensure the reading is below 100°F.
- **Screening:** Everyone will be asked two questions before entry into the Resource Center.
 - Are you experiencing any symptoms such as cough, shortness of breath, difficulty breathing, fever or feeling feverish, chills, muscle aches, sore throat, headaches, unexplained fatigue, loss of taste or smell, diarrhea, nausea or vomiting?
 - Have you been in close contact with anyone diagnosed or exposed to COVID-19? Close contact is defined as being within 6 feet or less for 15 minutes or more.
- **Follow-Up:** If student displays a temperature equal to or over 100°F, any symptoms or exposure to COVID-19, he or she will need to be picked up by the parent/guardian. Follow-up with a health care provider is strongly recommended.
- **Face Coverings/Masks:** Students are required to wear a face covering/mask during their RC appointment time (with the exception of a nutrition or water break, as needed). **Not adhering to the to comply result to DI*
- **Hand Sanitizer:** This will be provided upon entry and as needed. Handwashing locations are also available in the RC.
- **Seating:** Staff member will direct students to their assigned seats.
- **Social distancing:** Social distancing of 6 feet is required throughout the Resource Center at all times.
 - Avoid close contact interaction such as hugs, high-fives, etc.
 - Please avoid sharing of food, personal items or supplies in the RC.
- **Symptoms:** If a student starts to feel ill during the appointment time at the RC, the student will need to notify the teacher who will contact parent for pick-up.
- **Parent Meeting:** If a parent meeting is needed on-site, we request only one parent to attend. For the health & safety of others at the RC, additional family members will not be allowed at this time.
- **Technology Use:** After each student use of technology, staff will thoroughly disinfect.
- **Flu Season:** Please keep in mind that that flu season is around the corner. The CDC recommends individuals receive the flu vaccine starting in September or October. More info: <https://www.cdc.gov/flu/season/faq-flu-season-2020-2021.htm>

For additional information on COVID-19 or to access the COVID-19 Fact Sheet in other languages:
https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019_nCoV/materials.html#fact

Please acknowledge that you understand the Altus Schools COVID-19 Precautions & Guidelines.

Student Name (Print & Sign): _____ Date: _____

Parent Name (Print & Sign): _____ Date: _____



October 22, 2020

Dear Vendors and Community Partners,

In collaboration with the California Department of Public Health and response to the COVID-19 pandemic, we would like to communicate the following COVID Safety Measures to ensure a healthy and safe workplace for our students, teachers, and staff.

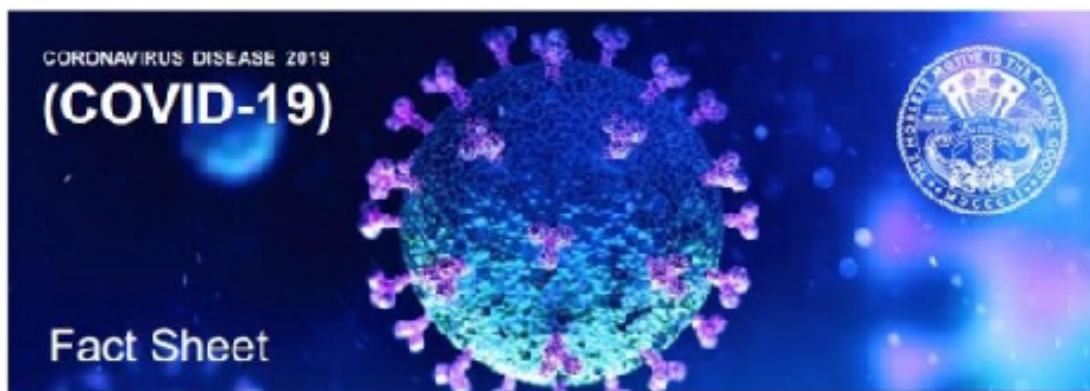
Please review the following COVID-19 Precautions and Guidelines:

- **Symptoms:** Any individual experiencing new symptoms similar to COVID-19 should not report to the Resource Centers or Offices. If in doubt, stay home. If you feel that you have a fever, please check your temperature at home to ensure that it is below 100°F. Call or email your Altus Schools contact to update.
- **Self-Assessment:** Every day, please do a self-assessment *before* reporting to any Altus Facility. This includes the COVID-19 Screening Questions and Temperature Check (below).
- **COVID-19 Screening Questions:**
 - Are you experiencing any symptoms such as cough, shortness of breath, difficulty breathing, fever or feeling feverish, chills, muscle aches, sore throat, headaches, unexplained fatigue, loss of taste or smell, diarrhea, nausea or vomiting?
 - Have you been in close contact with anyone diagnosed or exposed to COVID-19? Close contact is defined as being within 6 feet or less for 15 minutes or more of someone diagnosed with COVID-19.
- **Temperature:** As you enter our RC or Office, please stand in front of the ThermoScan machine (with your face mask on). It will measure your temperature. This solely takes a temperature and does not store any information. If your temperature is equal to or over 100°F, it will flash "red". Please have a seat near the entrance to re-take in 5 to 10 minutes. If you do not have your mask on, it will turn "yellow" (as a reminder). If it turns green, please move on to the hand sanitizer station and sign in.

If your temperature remains equal to or over 100°, please go home. Follow-up with a health care provider is strongly recommended. If you need any assistance, please let one of the RC Teachers or Office Staff know.
- **Face Coverings/Masks:** Everyone is required to wear a face covering/mask during their service time at Altus Schools (except for a nutrition or water break, as needed).
- **Sign-In Sheet:** Each individual must sign-in and sign-out at each Altus facility. This is important because if there is a reported COVID-19 case (during the time of your service visit), you will be contacted by the Altus School Nurse for further instructions.
- **Hand Sanitizer:** There will be a hand sanitizer stand for you to apply hand sanitizer. Frequent handwashing is important. Handwashing locations are also available at the Resource Center and Offices.
- **Seating and Social distancing:** Social distancing of 6 feet is required throughout the RC and Offices at all times.
 - Avoid close contact interactions such as hugs, high-fives, etc.
 - Please avoid sharing of food, utensils, personal items or supplies.
- **Symptoms:** If you start to feel ill during your service time at the RC or Office, please notify your Altus contact.
- **Technology Use:** After use of a device/technology, please thoroughly disinfect or ask your Altus contact for assistance.
- **Case Report:** In the event that you or your team member is experiencing symptoms or diagnosed with COVID-19, please notify your Altus contact. The Altus Nurse will contact you for follow-up.
- **Flu Season:** Please keep in mind that that flu season is around the corner. The CDC recommends all individuals over 6 months old to receive the flu vaccine. More info: <https://www.cdc.gov/flu/season/fag-flu-season-2020-2021.htm>

We appreciate your cooperation and effort in keeping our Resource Center and Offices healthy and safe.

Eleonor Pe, Lead Credentialed School Nurse & COVID Safety Officer



What is coronavirus disease 2019 (COVID-19)?

COVID-19 is a new coronavirus not previously identified in humans. Coronaviruses are a category of viruses normally found in animals, but ~~some can~~ evolve and infect humans. Coronaviruses can infect your nose, sinuses, or upper throat. This specific coronavirus was first identified as the cause of an outbreak of respiratory ~~illness~~ in Wuhan, China in December 2019 and was officially named COVID-19 on February 11, 2020 by the World Health Organization (WHO).

What are the symptoms of COVID-19?

People with COVID-19 can have no symptoms, mild symptoms, or severe illness. Symptoms of COVID-19 may include:

- Fever or chills
- Cough
- Difficulty breathing
- Fatigue
- New loss of taste or smell
- Body aches
- Runny nose
- Congestion
- Headache
- Sore throat

Symptoms may appear 2-14 days after exposure. Visit [CDC.gov/coronavirus](https://www.cdc.gov/coronavirus) for a complete list of symptoms and call your doctor if you are experiencing any symptoms.

Who is at risk for COVID-19?

Risk is based on exposure and a variety of factors that may vary, including the community in which you live, places you have visited, interactions you have had, and your line of work.

Anyone can get COVID-19. Illness in people infected with the virus has ranged from no illness to being mildly sick to being severely ill and dying.

Groups at higher risk for severe illness from COVID-19 if infected include:

- People 65 years old and older
- People who live in a nursing home or long-term care facility
- People of any age who have serious underlying medical conditions, especially if their medical conditions are not well controlled.

How is COVID-19 spread?

COVID-19 is thought to be spread mainly from person-to-person:

Between people who are in close contact with each other (within 6 feet/2 meters):

Through respiratory droplets produced when an infected person sneezes, coughs, or talks. These droplets can be breathed in by people nearby or land on their mouth, nose, or other surfaces.

It may be possible to get COVID-19 by touching an object or surface with the virus on it, then touching your mouth, nose, or eyes before washing your hands.

People can have COVID-19 and not have any symptoms or not yet be showing symptoms but are still able to spread the virus to others.



1-800-950-5231

How is COVID-19 treated?

Treatments for COVID-19 are being studied. Investigational medications may be recommended for those infected with COVID-19 depending on their individual condition. Following supportive care guidance, such as getting plenty of rest, staying hydrated, and taking on over-the-counter medication for fever and pain can help relieve symptoms. There is currently no vaccine available to protect against COVID-19.

What should I do if I think I have been exposed to COVID-19?

If you have had close contact (within 6 feet/2 meters) with someone who is confirmed to have, or is being evaluated for COVID-19 infection, you should:

- Quarantine yourself in your home and away from others for 14 days, starting from the day you first had close contact with the infected person and continue for 14 days after you last had close contact with the person.
- Call your healthcare provider and follow their medical advice.
- Watch for symptoms and contact your healthcare provider if you develop any symptoms.

**How can I protect myself?**

The best way to prevent getting sick is to avoid being exposed to the virus. Actions that can help prevent the spread of COVID-19 include:

- Washing your hands with soap and water for at least 20 seconds; if soap and water are not available, use an alcohol-based hand sanitizer that contains at least 60% alcohol;
- Avoid touching your eyes, nose, and mouth with unwashed hands;
- Clean and disinfect frequently touched objects and surfaces often.
- Avoid close contact with people who are sick;
- Stay home and isolate yourself away from others if you are sick;
- Cover your cough or sneeze with a tissue, or your elbow, then throw the tissue in the trash;
- Practice social distancing (maintaining 6 feet of physical space between yourself and others);
- Wear a face cover when you are around individuals outside of your household.



If you have health-related questions or concerns, please contact your healthcare provider. For general questions about COVID-19 or information about community resources, please call 2-1-1.

Stay Informed About COVID-19

County of San Diego Epidemiology Unit – Coronavirus Disease 2019 (COVID-19)
www.covid19-sd.com

California Department of Public Health, Immunization Branch – COVID-19
www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/nCoV2019.aspx

Centers for Disease Control and Prevention – COVID-19

www.cdc.gov/coronavirus/2019-ncov/index.html

World Health Organization – Coronavirus Disease (COVID-19) Outbreak

www.who.int/emergencies/covd-19



Altus Schools COVID-19 Prevention FAQs

Please note that FAQs will be updated as new information becomes available.

Teachers & Staff are an essential part of our students' lives during the pandemic. We hope this FAQ document will help answer most of your questions as we continue to support students. We value your commitment & patience through this whole process in making a smooth transition. Please let your Supervisor and/or RC Nurse if you have any additional questions or concerns. Thank you!

February 3, 2021

Teaching or tutoring students have been challenging with 6 feet social distancing. We have a difficult time hearing each other.

- Six feet social distancing is a requirement to help prevent the spread of airborne transmission of the COVID-19 virus.
- *Most young individuals (and some adults) are likely to be asymptomatic and carriers of the contagious virus.* Strict social distancing will help protect you, your family, students and their families from getting sick from COVID-19 and/or facing complications or death from COVID-19.
- Since our Phase 1 Re-Opening consists of a limited number of students and staff at the Resource Center (or office), please make use of the vacant space available to teach students at a MINIMUM of 6 feet strict social distancing.

What is explained in the One Sheet COVID-19 Prevention Guidelines and where do I find it to review it?

- For new, employees, please ask your RC Safety Ambassador to share the One Sheet COVID-19 Prevention Guidelines with you.
- For everyone, please review and implement the arrival screening process with employees, students or others.
- It is important to designate a staff member to ask every single person the COVID-19 screening questions, ensure temperature is acceptable and apply hand sanitizer before entering the RC or Office.
- Students and others may not understand the colors of the ThermoScan and may enter the RC with a fever (red) or their mask worn incorrectly (yellow). Your RC screener will be able to ensure that your RC will remain safe and potentially sick individuals go home.
- If you would like a copy of the Phase 1 Re-Opening documents, please email Eleanor Pe at epe@audiocharterschool.net

When can I schedule to receive the COVID-19 vaccine?

- Currently, San Diego County has not announced the official vaccine roll-out date for the Education Sector. The Altus Health Department will release that announcement as soon as it is made. To check current status of vaccine administration phases in SD County:
https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019-nCoV/vaccines/phases.html
- County specific vaccine information can be found in our January 20th FAQs.

- It is very important to stay *adequately* hydrated 24 hours prior to your appointment and the week of receiving your vaccine. This will optimize absorption and prevent a common side effect of headache.
- Individuals who can presently make an appointment to receive the vaccine can be found here: https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019-nCoV/vaccines/phases.html

Is the COVID-19 vaccine safe with pregnancy?

- The American College of Obstetricians and Gynecology (ACOG), the American Academy of Pediatrics (AAP), and CDC have stated that women who are pregnant or breastfeeding may receive the COVID-19 vaccine. More information can be found here: https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Pregnancy_FAQs.pdf

January 27, 2021

Can you tell me about COVID-19 vaccine side effects? I have heard of a few people feeling really sick for a day or two.

- Every individual's reaction will be different. The majority of people who have been vaccinated, have reported experiencing mild tenderness to the injection site to mild headache for one to two days. Please make sure you are well-hydrated because this helps improve absorption in your body and also prevent headaches.
- At your vaccine appointment, you will have the option to register for V-Safe Health Checker. **V-safe** is a smartphone-based tool that uses text messaging and web surveys to provide personalized health check-ins after you receive a COVID-19 vaccine. Through **v-safe**, you can quickly tell CDC if you have any side effects after getting the COVID-19 vaccine. Depending on your answers, someone from CDC may call to check on you and get more information. **V-safe** will also remind you to get your second COVID-19 vaccine dose if you need one. More info: <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/safety/vsafe.html>

Any updates on scheduling appointments for the COVID vaccine?

- As you may know, San Diego vaccinations clinics have started vaccinating individuals who are 65+ years old with an underlying health condition and/or disability as of January 23rd.
- The Education Sector is next on deck to be able to make appointments at the vaccine clinic. Please refer to last week's FAQs for vaccine appointment links to make your appointment.
- Stay up-to-date with the current groups that are being vaccinated:

https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019-nCoV/vaccines/phases.html

If an employee has tested positive for COVID-19, is a COVID test required during the next surveillance testing?

- If an employee has tested positive for COVID-19, that employee is exempt from COVID-19 testing for 90 days (from the last testing date). Please contact your RC Nurse to notify Human Resources with your next testing window dates.

Next COVID employee testing cycle dates and best way to make an appointment?

- Please scroll down and refer to last week's FAQs.

COVID-19 Vaccine Facts (i.e. benefits, types of COVID vaccines, safety, side effects and precautions):

- <https://www.mayoclinic.org/diseases-conditions/coronavirus/in-depth/coronavirus-vaccine/art-20484859>

January 20, 2021

When will the COVID-19 vaccine become available for teachers and staff?

All counties (except Riverside County-see below) are currently vaccinating Phase 1A at this time. I will email you as soon as I receive information when vaccination appointments are available for Phase 1B/Education (which is planned for early February). In the meantime, you can visit the COVID-19 vaccine clinic information to be familiar with the process or if you would like to make an appointment for a family member who is 75 years old. When the vaccine becomes available by County, I will email you as soon I receive the information.

- San Diego County Currently vaccinating Phase 1A. Phase 1B/Education is scheduled to open early February.

https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019-nCoV/vaccines/COVID-19-VaxEvents.html

- Los Angeles County: Currently vaccinating Phase 1A. Phase 1B/Education is scheduled to open early February.

<http://www.publichealth.lacounty.gov/media/Coronavirus/vaccine/index.htm>

- Riverside County: Currently vaccinating individuals who are in Phase 1A and Phase 1B/Education, Tier 1 or age 65 years and older. Click here to make an appointment:

<https://www.ruhealth.org/covid-19-vaccine>

- San Bernardino County: Currently vaccinating Phase 1A. Phase 1B/Education is scheduled to open early February. <https://sbcovid19.com/vaccine/locations/>

- **Important information about scheduling your local COVID-19 vaccine appointment:**

- Vaccine appointment slots (on-line) will appear booked most of the time (links above). You will need to refresh your screen in case any new appointments become available.
- Even though you have a COVID-19 vaccine appointment, the wait may take an average of 2 hours which consists of wait at check in and 15 minutes of monitoring individuals after they have received the vaccine.

- **IMPORTANT:** Bring your professional license **AND** photo ID or payment stub or time sheet that shows your place of employment. If you do not have proof, they will turn you away even if you have an appointment.
- Pfizer –Biontech COVID-19 Vaccine Fact Sheet (16 years of age and older):
<http://labeling.pfizer.com/ShowLabeling.aspx?id=14472> or
<https://www.cdc.gov/vaccines/covid-19/info-by-product/pfizer/index.html>
- Moderna COVID-19 Vaccine Fact Sheet:
<https://www.fda.gov/media/144637/download>
<https://www.cdc.gov/vaccines/covid-19/info-by-product/moderna/index.html>

When is our next cycle of Employee COVID-19 Surveillance Testing?

Audeo, Audeo 2, Audeo 3, CSSD, GSS, SSS

Last Name	Cycle 3 Start Date	Cycle 3 End Date
A-K	2/8/2021	2/19/2021
L-Z	3/1/2021	3/12/2021

Audeo-Moreno Valley, Mirus

	Cycle 3 Start Date	Cycle 3 End Date
	3/1/2021	3/12/2021

Do you have more tips about Employee COVID-19 Surveillance Testing re: walk-in versus appointment?

- It is more efficient to schedule an appointment for Employee COVID-19 Surveillance Testing. Wait times for walk-in testing varies depending on time of day and location. COVID testing locations (please see below).

Hesperia: <https://www.cityofhesperia.us/1413/Coronavirus-Testing-Centers>

Riverside: <https://gettested.ruhealth.org/home>

San Bernardino: <https://sbccovid19.com/testing-sites/>

San Diego:

https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019-nCoV/testing.html

State-wide COVID Testing Locations:

<https://www.arcgis.com/apps/Nearby/index.html?appid=43118dc0d5d348d8ab20a81967a15401>

January 13, 2021

Do I contact my assigned RC nurse for any COVID related case. Concern or possible exposure? Even when the student has not been at the Resource Center?

Yes, we ask that all COVID cases, concerns and possible exposure regarding students and staff are reported to your assigned RC Nurse. This way, your assigned RC nurse can communicate COVID precautions/instructions. An individual diagnosed with COVID may not have spoken to the County Health Department for instructions. Therefore, our Altus Nurses are able to communicate instructions that the County Health Department is also utilizing.

Is there information about the COVID vaccine & phases of vaccine distribution?

- More information about the COVID19 vaccine can be found here:

<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/vaccine-benefits.html>

- Here is the link to the Pfizer and Moderna COVID-19 Vaccine Fact Sheets:

https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019-nCoV/vaccines/about-covid-19-vaccines.html

- Each County is working with the community to ensure that the vaccine is distributed accordingly. Below is the phases of COVID vaccine distribution.

1A-Tier 1 Vaccinating NOW	1A-Tier 2 Vaccinating NOW	1A-Tier 3 Vaccinating NOW
<ul style="list-style-type: none"> Acute care, psychiatric, and correctional facility hospitals* Skilled nursing facilities, assisted living facilities, and similar settings for older or medically vulnerable individuals <ul style="list-style-type: none"> Include residents in these settings as recommended for Phase 1A by ACIP Paramedics, EMTs, and others providing emergency medical services Dialysis centers Behavioral health residential facilities 	<ul style="list-style-type: none"> Intermediate care, for persons who need non-continuous nursing supervision, and supportive care Home healthcare and in-home supportive services Community health workers, including promotoras Public health field staff Primary care clinics, including Federally Qualified Health Centers, Rural Health Centers, correctional facility clinics, and urgent care clinics Behavioral health non-residential or outpatient facilities 	<p>Other settings and healthcare workers, including:</p> <ul style="list-style-type: none"> Specialty clinics, laboratory workers, dental/oral health clinics, pharmacy staff not working in settings at higher tiers

Phase 1B** Vaccinating NEXT

- 1B-Tier 1:**
 - Persons aged 75 years and older
 - Those at risk of exposure at work in the following sectors: Education & Childcare; **Emergency Services**; and **Food & Agriculture**
- 1B-Tier 2:**
 - Persons aged 65-74 years of age
 - Those at risk of exposure at work in the following sectors: **Transportation Systems** and logistics; Industrial, **Commercial**, Residential, and Sheltering Facilities and Services; **Critical Manufacturing**
 - Congregate settings with outbreak risk (includes incarcerated and persons experiencing homelessness)

Phase 1C**

- Persons 50-64 years of age
- Persons 16-49 years of age who have an underlying health condition or disability which increases their risk of severe COVID-19
- Those at risk of exposure at work in the following sectors: **Water and Wastewater**; **Defense**; **Energy**; **Chemical and Hazardous Materials**; **Communications** and IT; **Financial Services**; **Government Operations**/Community-based Essential Functions

Phase 2**

- General population over 16 years of age

Please contact your local 211 for flu vaccine clinics. It is not too late to protect yourself from the flu.

FLU VACCINE EVENTS



- **Tubman-Chavez:** Sundays, 9:30AM – 4:00PM
- **Imperial Beach Sports Park Recreation:** Biweekly on Saturdays, 9:30AM – 4:00PM
- **St. Francis of Assisi Catholic Church:** Biweekly on Tuesdays, 9:30AM-4:00PM
- **Mexican Consulate:** Biweekly on Tuesdays, 8:30AM-1:30PM

January 5, 2021

Is employee COVID testing required every two months and as needed?

If so, what are the dates for the current cycle of Altus Employee Surveillance COVID Testing?

Yes, COVID testing is required for all employees every two months and as needed. See below for our current testing windows. Please email Maria Cabello, Human Resources Technician when completed.

Audeo, Audeo 2, Audeo 3, CSSD, GSS, SSS:

Last Name	Cycle 2 Start Date	Cycle 2 End Date
A-K	12/14/2020	12/25/2020
L-Z*	1/4/2021	1/15/2021

Audeo-Moreno Valley and Mirus Secondary School*

Cycle 2 Start Date	Cycle 2 End Date
1/4/2021	1/15/2021

* Since the Resource Centers are closed for Winter Break, the start of Cycle 2 has been scheduled for January 4, 2021 for indicated employees.

Can you tell us why some of the testing locations have closed?

- It is best to call your local testing site before you go to ensure you have the most up-to-date information (I.e. operation hours, walk-in, appointment only or no longer in operation). **The 4 San Diego County locations that have been provided back in October 2020 have been closed.*
- Testing locations have been closed due to lower than expected testing numbers. Therefore, the county needed to allocate their resources to locations with higher demand. Below is are links to locate up-to-date information and your nearest testing locations:

Hesperia: <https://www.cityofhesperia.us/1413/Coronavirus-Testing-Centers>

Riverside: <https://gettested.ruhealth.org/home>

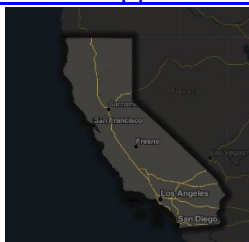
San Bernardino: <https://sbccovid19.com/testing-sites/>

San Diego:

https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019-nCoV/testing.html

State-wide COVID Testing Locations:

<https://www.arcgis.com/apps/Nearby/index.html?appid=43118dc0d5d348d8ab20a81967a15401>

**Can you tell me more about the COVID-19 variant cases identified in San Diego County?**

More information on the new strain of SARS-CoV2 have been identified as more contagious and considered widespread within our community. More information can be found here:

<https://www.countynewscenter.com/32-covid-19-variant-cases-identified-in-san-diego-county/>

What is the current COVID data/situation in our county?

Riverside: <https://www.rivcoph.org/coronavirus>

Hesperia and San Bernardino:

<https://sbcph.maps.arcgis.com/apps/opsdashboard/index.html#/44bb35c804c44c8281da6d82ee602dff>

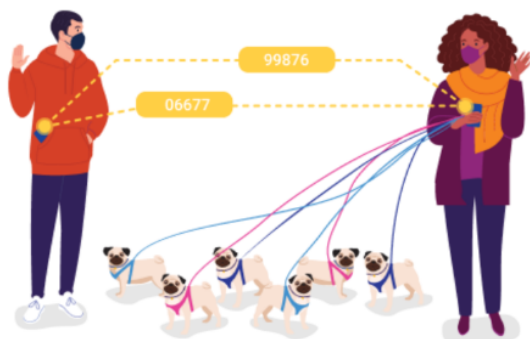
San Diego:

<https://www.arcgis.com/apps/opsdashboard/index.html#/96feda77f12f46638b984fcb1d17bd24>

State-wide: <https://covid19.ca.gov/state-dashboard/>

What is CA Notify?

Please note: This is a resource to inform the community. We understand everyone has their individual comfort level on staying informed. Website to learn more: <https://canotify.ca.gov/#section2> Below is a brief description re: CA Notify.



Imagine that two people have Exposure Notifications turned on. If they come within six feet of each other for 15 minutes or more within a day, their phones will exchange keys (randomly generated, anonymous numbers) that log that close interaction.

If one person later tests positive for COVID-19 and agrees to share that information with CA Notify, then the other will receive an alert that they have been exposed. That notification will include instructions on who to contact and what to do next.

December 15, 2020**What are the dates for the current cycle of Altus Employee Surveillance COVID Testing?**

Audeo, Audeo 2, Audeo 3, CSSD, GSS, SSS:

Last Name	Cycle 2 Start Date	Cycle 2 End Date
A-K	12/14/2020	12/25/2020
L-Z*	1/4/2021	1/15/2021

Audeo-Moreno Valley and Mirus Secondary School*

Cycle 2 Start Date	Cycle 2 End Date

1/4/2021	1/15/2021
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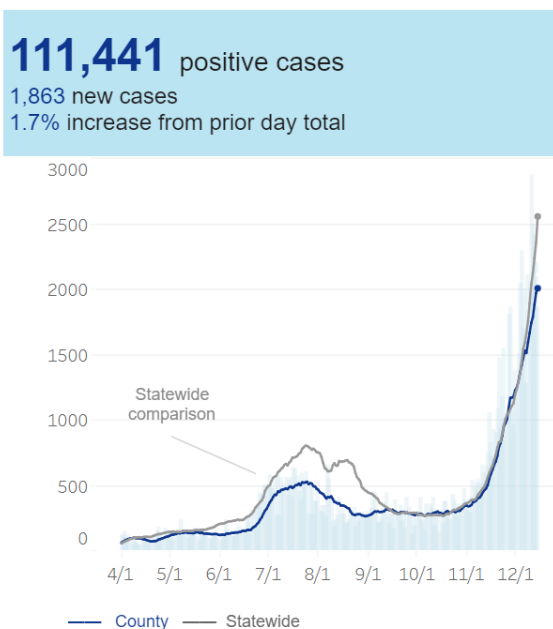
* Since the Resource Centers are closed for Winter Break, the start of Cycle 2 has been scheduled for January 4, 2021 for indicated employees.

What are our current county case rates?

County case tracking can be found at <https://covid19.ca.gov/state-dashboard/>

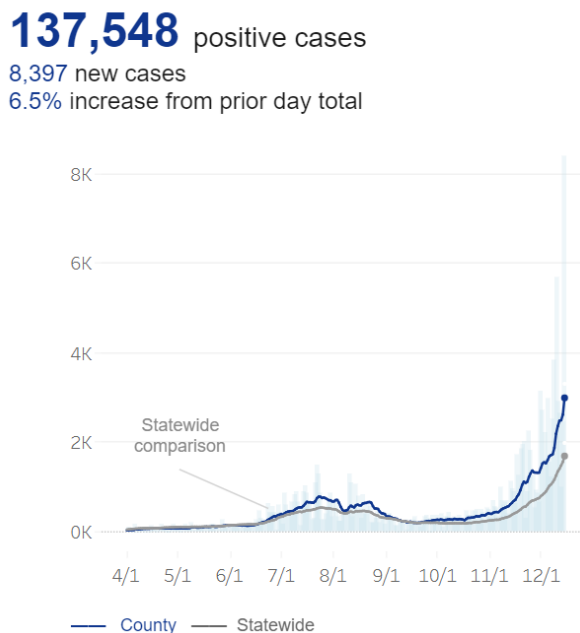
- San Diego County: 1,863 new cases reported on December 15, 2020

Total cases in San Diego



- San Bernardino County: 8,397 new cases reported on December 15, 2020.

Total cases in San Bernardino



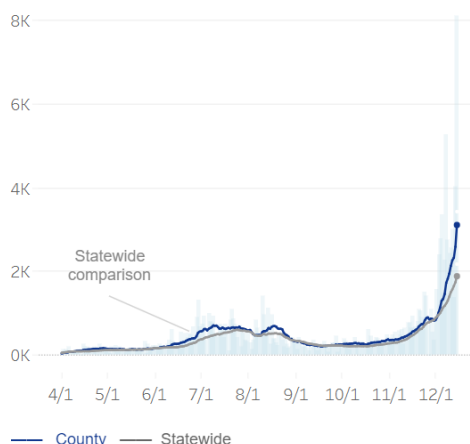
- Riverside County: 8,107 new cases reported on December 15, 2020

Total cases in Riverside

131,822 positive cases

8,107 new cases

6.6% increase from prior day total



Any updates regarding guidance during the Winter Holidays?

The County of San Diego has released guidance in regards to celebrating during the winter holidays. It can be found here: [Winter Holiday Guidance.pdf \(sandiegocounty.gov\)](https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019-nCoV/testing.html)

December 9, 2020

What are the dates for the next round of Altus Employee Surveillance COVID Testing?

Audeo, Audeo 2, Audeo 3, CSSD, GSS, SSS:

Last Name	Cycle 2 Start Date	Cycle 2 End Date
A-K	12/14/2020	12/25/2020
L-Z	1/4/2021	1/15/2021

Audeo-Moreno Valley and Mirus Secondary School

Cycle 2 Start Date	Cycle 2 End Date
1/4/2021	1/15/2021

* Since the Resource Centers are closed for Winter Break, the start of Cycle 2 has been scheduled for January 4, 2021.

What happened to the County testing site that was previously a drive-thru?

A drive thru site may be changed to appointment only due to safety concerns (traffic jams). Walk-up sites are still no appointment needed. *Please check the specific testing site before you go get tested.*

- For San Diego County locations, click below to confirm:

https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019-nCoV/testing.html

- San Bernardino, Orange County, Hesperia County, etc. Employees will need to dial 211 for specific County testing locations or contact the previous location used.

If I would like to request for a PPE item, what do I do?

Please have your RC Safety Ambassador submit a ticket through the WAVE to fulfill your request.

Can we have a training to address COVID updates and safety/best practices?

Yes, please stay tuned for future COVID Safety Trainings that will be hosted via AU Cloud.

December 2, 2020

I noticed one or two COVID testing locations are closed?

Before you go to a COVID testing location, it's best to call or look up the most updated list of County COVID Testing locations. In your county, one or two sites may have closed until further notice. This is may be due to low utilization rate. It's best to call 211 to inquire about your County's updated list of COVID testing locations near you.

- **San Diego County:**
<https://www.arcgis.com/apps/Nearby/index.html?appid=f3e3c0f175fd4ee782b781833d7bb0fb>
- **Orange County:**
[https://www.211oc.org/images/Current Events/COVID testing flyer English.png](https://www.211oc.org/images/Current%20Events/COVID%20testing%20flyer%20English.png)
- **Riverside County:** <https://gettested.ruhealth.org/home>
- **San Bernardino County:** <https://sbccovid19.com/testing-sites/>

What does our State's Stay At Home Order entail?

Given that Altus Schools serves counties in the Purple Tier, we need to focus on flattening the curve since we are experiencing a surge in cases due to social gatherings during the holidays. The following information is referenced from the recent CA Department of Public Health announcements:

- Every intervention to avoid mixing of households is critical during this unparalleled increase in case rate rise of about 50 percent during the first week in November.
- In particular, activities conducted during 10:00pm to 5:00am are often non-essential and more likely related to social activities and gatherings that have a higher likelihood of leading to reduced inhibition and reduced likelihood to adhere to COVID-19 preventive measures (e.g., wearing face coverings and maintaining physical distance).
- Californians are encouraged to stay home or in their region and avoid non-essential travel to other states or countries. Avoiding travel can reduce the risk of virus transmission and bringing the virus back to California.

Below is the San Diego County Triggers Dashboard that provides data (from November 23rd to 29th) on case rates, community outbreaks (all time high of 79 outbreaks in one week), hospitalizations & ICU beds (saturated) and public health response.



Altus Schools COVID-19 Prevention FAQs

Please note that FAQs will be updated as new information becomes available.

Teachers & Staff are an essential part of our students' lives during the pandemic. We hope this FAQ document will help answer most of your questions as we continue to support students. We value your commitment & patience through this whole process in making a smooth transition. Please let your Supervisor and/or RC Nurse if you have any additional questions or concerns. Thank you!

November 4, 2020

Should my students complete surveillance COVID testing?

There is no written requirement from the State Department of Health for students to participate in surveillance COVID testing. However, if the student is experiencing COVID or flu symptoms or if there is a concern of exposure (close contact), the RC Nurse will conduct screening questions and communicate instructions (which includes if COVID testing is recommended).

Do the teachers & staff need to wear a face mask at all times?

It is required that teachers and staff wear a face mask (at least 2 layers) *AT ALL TIMES*.

- ALL employee must wear a face mask *AT ALL TIMES* while working at any Altus Schools workspace (office or RC). This also includes when no one else is around. This is to prevent and reduce droplet transmission in the air and on surfaces.
- One's face mask may be removed during a nutrition break in the designated kitchen area or for a brief moment to drink water. The mask should be replaced as soon as you are done with your nutrition break. Nutrition area must be disinfected after use.

Should vendors write their phone number on our sign-in sheet?

In the event a vendor needs to be contacted regarding COVID contact tracing, the Operations Department has their contact information for the RC Nurse to contact.

How often do teachers and staff complete COVID Testing?

At this time, Altus employees will cycle through COVID surveillance testing once every two months. The frequency may change according to the State requirement. If you choose to test more frequently, that is at your discretion and testing site's discretion if they are able to accommodate your request.

COVID-19 Testing Locations: It is ok if the employee chooses to test with one's health care provider or another

COVID-19 testing location not indicated below.

- **San Diego County**

- ❖ **Metro Region School Personnel Testing Site**

Harold J. Ballard Parent Center (2375 Congress St., San Diego, CA 92110) Starting on Oct. 1, will operate Tuesday-Saturday from 11:30 a.m. to 7 p.m.

❖ **East County School Personnel Testing Site**

Mollison Complex (301 N. Mollison Ave., El Cajon, CA 92021)

Starting on Oct. 5, will operate Monday-Friday from 10:30 a.m. to 6 p.m.

❖ **North County School Personnel Testing Site**

Del Mar Fairgrounds (2260 Jimmy Durante Blvd., Del Mar, CA 92014) Starting on Oct. 2, will operate Monday-Friday from 10:30 a.m. to 6 p.m.

❖ **South County School Personnel Testing Site**

Sweetwater Special Services (660 L St., Chula Vista, CA 91911)

Starting on Oct. 1, will operate Monday-Friday from 10:30 a.m. to 6 p.m.

- **Hesperia County:** <https://www.cityofhesperia.us/1413/Coronavirus-Testing-Centers>
- **Orange County:** https://occovid19.ochealthinfo.com/sites/virus/files/2020-09/20OCH145_SchoolPersonnel-StudentsFlyer_F-ENGLISH.pdf
- **Riverside County:** <https://gettested.ruhealth.org/>
- **San Bernardino County:** <https://sbcovid19.com/testing-sites/>
- **State Run Testing Locations:**
 - a. Call (888)634-1123 to make an appointment.
 - b. Or, visit website lhi.care to search locations based on your zip code. (results may take 4-6 days to receive). You will be taken through a series of basic questions, enter your information to establish an account & be issued a patient ID number.
 - c. Bring your school badge & insurance card.

October 27, 2020

Who do I notify regarding completing COVID-19 Testing?

Please email Maria Cabello, Human Resources Technician that your COVID test has been completed. If you tested positive for COVID-19, please contact your RC Nurse immediately for instructions. Testing locations are listed at the bottom of the October 27, 2020 FAQs.

What other school identification can I bring to COVID Testing other than a school badge?

Individuals can bring any documentation that identifies their name and school name (i.e. pay stub, email, etc.).

Is employee COVID-19 Testing only for specific individuals?

Employee COVID-19 Testing is required for ALL Teachers and Staff regardless of work schedule and location.

Do the teachers & staff need to wear both mask and face shield, or just a mask, or just a shield? Is a face mask to be worn at specific times and/or locations?

It is required that teachers and staff wear a face mask (at least 2 layers) *at all times*.

- A face shield can be worn but it is to accompany a face mask. If you are sitting alone in an office, RC, or corner area (i.e. copy machine, kitchen, supply room, etc.), a face mask is still required to be worn at all times. This is important to reduce the spread potential virus and germs in our workplace. ‘
- One’s face mask may be removed during a nutrition break in the designated kitchen area or for a brief moment to drink water. The mask should be replaced as soon as you are done with your nutrition break. Nutrition area must be disinfected after use.

What are the recommendations for RC and Office kitchen use?

All students and staff should avoid sharing food and utensils. No common area utensils and condiments (i.e. bottled dressings, creamers, etc.) should be stored in the kitchens. *Kitchens are for day use only. Please keep your food securely enclosed in your lunch bag and take home at the end of the day. Please remember to disinfect your lunch seating/counter area and common kitchen appliance used (i.e. refrigerator, microwave, sink, faucet, etc.).*

For Special Education Services, will providers be allowed to sit next to student(s) as they work, or will they need to keep the plastic dividers between themselves and the student?

Staff and providers must maintain 6 feet social distancing. If student does need assistance and less than 6 feet distancing occurs, the need of plexiglass, face shield & face mask is needed. If hands on assistance/or brief contact to assist with mobility (i.e. occupational therapy, speech therapy, etc.), gloves and/or necessary Personal Protective Equipment (PPE) are required. The interactions should be limited & brief as possible. Each Staff and Service Provider should be diligent about using the available PPE supplies, as needed, with student services.

What do we do with our empty RC/Office hand sanitizer bottles?

We recommend that your Safety Ambassador send a Ticket through The Wave indicating that empty hand sanitizer bottles will be dropped off to the Sorrento Mesa Office for re-fill. Please label all your bottles with your RC name (with a Sharpie). *Please encourage students and staff to wash their hands frequently with soap and water.*

What is the update on our Nutrition Program?

We have continued the Nutrition Program (i.e. Grab and Go) at Mission Valley & Bonita, four days a week. We will maintain this service through January 2021 and an update will be provided then.

What is the update on our Bus Pass Program?

Eligible students will be able to obtain a bus pass. Please e-mail Amy Butler for assistance.

COVID-19 Testing Locations: It is ok if the employee chooses to test with one’s health care provider or another COVID-19 testing location not indicated below.

- **San Diego County**

- ❖ **Metro Region School Personnel Testing Site**

Harold J. Ballard Parent Center (2375 Congress St., San Diego, CA 92110) Starting on Oct. 1, will operate Tuesday-Saturday from 11:30 a.m. to 7 p.m.

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 - **Riverside County:** <https://gettested.ruhealth.org/>
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 - **State Run Testing Locations:**
 - a. Call (888)634-1123 to make an appointment.
 - b. Or, visit website lhi.care to search locations based on your zip code. (results may take 4-6 days to receive). You will be taken through a series of basic questions, enter your information to establish an account & be issued a patient ID number.
 - c. Bring your school badge & insurance card.
-

October 19, 2020

How do we ensure that student drop-off flows smoothly?

Suggestion: Stagger RC arrival time of students (10-minute intervals). Remind students 6 feet social distancing. Check in consists of temp check, hand sanitizer & 2-part question. Parent to drop off student but park outside to ensure student is cleared to attend. If student has an elevated temperature, re-take within 5 to 10 minutes. At or over 100F, student will sit in chair next to door for parent/guardian to pick up.

How do we safely eat at the Resource Center since facial coverings are removed during a nutrition break?

Please stagger staff & student nutrition breaks to ensure 6 feet social distancing. Individuals sitting at the kitchen for nutrition break is advised to wipe down area with disinfectant afterwards. Staff can also take the opportunity to eat their lunch outside as an option to enjoy the fresh air during one's lunch break.

How do we maintain restroom cleanliness?

Teachers to remind & encourage students and staff to frequently wash hands with soap & water; use paper towel to turn off faucet & open door upon exiting; disinfect commonly used areas in restroom with disinfectant spray between scheduled student groups and as needed. Janitorial services are also scheduled every evening.

What communication re: Phase 1 Re-Opening to families will be provided?

A Re-Opening Letter, Video & Post-Test will be emailed teachers to send to parents and students who are on the teacher's Phase 1 roster. This communication will also give students & parents an opportunity to ask the teacher any questions.

Can teachers sign-in on behalf of students to avoid pen contamination and to maintain physical distancing protocols?

Yes, teachers can sign-in on behalf of students to avoid pen contamination. Please have every staff and visitor sign in & out on a separate sheet. *These sign-in sheets are essential in the event there is a safety drill and evacuation.*

Are conference rooms a safe setting to schedule meetings & SpEd Services (large enough, ventilation, etc.)?

HVAC with recommended MERV filtration has been installed in RCs and Conference Rooms (with routine maintenance). Conference rooms are available to schedule meetings. It is imperative that 6 feet social distancing is maintained. Depending on size of conference room, a maximum of two or three individuals allow for 6 feet social distancing. *It is recommended that the door remain open to maintain airflow throughout RC.*

If teachers wear a face shield, is a mask also required? Yes

CDC **does not currently recommend** use of face shields as a substitute for masks. If a face shield is preferred, there should be a gaiter or drape to wrap around the sides of the wearer's face and extend below the chin.

Masks with exhalation valves or vents: The purpose of masks is to keep respiratory droplets from reaching others to aid with source control. However, masks with one-way valves or vents allow air to be exhaled through a hole in the material, which can result in expelled respiratory droplets that can reach others. This type of mask does not prevent the person wearing the mask from transmitting COVID-19 to others. Therefore, CDC **does not recommend** using masks for source control if they have an exhalation valve or vent.

Can the signage outside the RC with directions to wear a facial covering include a visual? Teachers think most students/families will not read all the text (picture would be helpful).

The Thermoscan machines at your RC entrance will alert the student that a mask is required to be worn prior to entering the RC. Also, the RC Re-Opening Video & Letter will communicate this requirement as well.

Who do I contact if a student, staff, or myself is experiencing symptoms of or diagnosed with COVID or the flu?

Please contact your RC Nurse for screening & instructions.

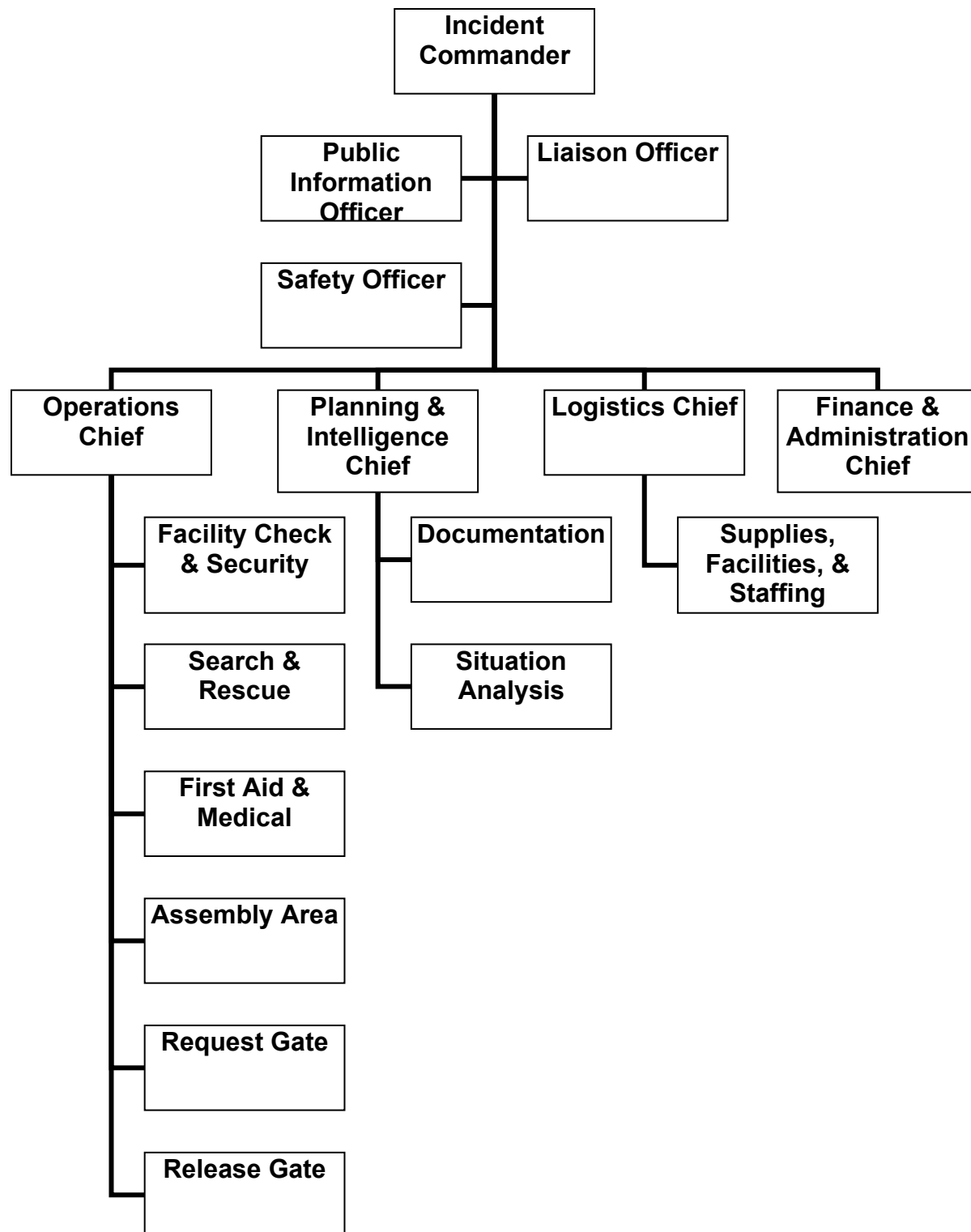
If our RC is missing or low on COVID Caddy, BBP or 1st Aid Kit, supplies, who do we contact?

Please request your RC Safety Ambassador to submit a ticket through SharePoint -> AltusWave

SECTION FOUR

Emergency Plan Roles & Responsibilities

Incident Command Team ORGANIZATIONAL CHART



INCIDENT COMMAND TEAM ASSIGNMENTS

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
Jackie Robertson	Public Information Officer (PIO)	Eleanor Pe
Eleanor Pe	Liaison Officer	Jackie Robertson
Tim Tuter	Operations Chief	Angela, Neri, Eleanor Pe
Angela Neri	Facility Check/Security	V. Vallon, V. Ballman, D. Hurd, Central Learning Lead
RC Safety Lead by Location	Search & Rescue Team Leader	V. Vallon, V. Ballman, D. Hurd, Central Learning Lead
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
School Coordinators	Assembly Area	J. Garrity, V. Ballman
Safety Ambassadors (per location)	Request Gate	V. Vallon, V. Ballman, D. Hurd, Central Learning Lead
Safety Ambassadors (per location)	Release Gate	V. Vallon, V. Ballman, D. Hurd, Central Learning Lead
Tim Tuter	Planning Chief / Logistics Chief	Angela Neri, Eleanor Pe
Angela Neri	Documentation	Aida Garcia
Tim Tuter	Situation Analysis	Angela Neri, Eleanor Pe
Angela Neri	Supplies/Facilities/Staffing	Aida Garcia
Lynne Alipio	Finance & Administration Chief	Mary Bixby

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way RC radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster.

Document:

- a. Messages received
- b. Actions taken
- c. Decision justifications and documentation
- d. Requests filled
- e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command

Position: Incident Commander

Primary: Mary Searcy Bixby

Alternate: Tim Tuter

Reports to: **Superintendent (or designee)**

Staffing

Characteristics: Principal or Administrator

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others in the RC.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- ☐ Crisis Response Boxes
- ☐ Emergency Disaster Kit
- ☐ RC map
- ☐ Master keys
- ☐ Position-Specific forms
- ☐ AM/FM radio (battery)
- ☐ Command Post Tray (pens, etc.)
- ☐ Emergency Plan
- ☐ Tables & chairs (if Command Post is outdoors)
- ☐ Job Description Clipboards
- ☐ Bull horn
- ☐ Staff rosters (2 sets)
- ☐ Emergency radio
- ☐ Copies of Forms

Start-Up:

- ☐ Assess type and scope of emergency.
- ☐ Determine threat to human life and structures.
- ☐ **Implement Emergency Plan and School Emergency Procedures.**
- ☐ Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- ☐ Activate functions (assign positions) as needed.
- ☐ Fill in Incident Command Team Assignment Form as positions are staffed.
- ☐ Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- ☐ Continue to monitor and assess total RC situation:
- ☐ View RC map periodically for Search & Rescue progress and damage assessment information.
- ☐ Check with chiefs for periodic updates.
- ☐ Reassign personnel as needed.
- ☐ Report through Communications to corporate office on status of staff, RC as needed. (RC Status Report)
- ☐ Develop and communicate revised incident action plans as needed.
- ☐ Authorize release of information.
- ☐ Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- ☐ Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- ☐ Release staff as appropriate per school guidelines. By law, during a disaster, the staff will become "Disaster Service Workers."
- ☐ Remain on and in charge of your RC until redirected or released by the Office of the President.

After:

- ☐ Authorize deactivation of sections or units when they are no longer required.
- ☐ At the direction of the Office of the President, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the corporate office before taking any further action.
- ☐ Ensure that any open actions not yet completed will be taken care of after deactivation.
- ☐ Ensure the return of all equipment and reusable supplies to Logistics.
- ☐ Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- ☐ Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command

Position: Safety Officer

Primary: Tim Tuter

Alternate: Angela Neri

Reports To: **Incident Commander**

Staffing

Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

☐ Hard hat (if available)

During Event:

- ☐ Monitor drills, exercises, and emergency response activities for safety.
- ☐ Identify and mitigate safety hazards and situations.
- ☐ Stop or modify all unsafe operations.
- ☐ Ensure that responders use appropriate safety equipment.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
- ☐ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command

Position: Public Information Officer

Primary: Jackie Robertson

Alternate: Eleanor Pe

Reports To: Incident Commander

Staffing

Characteristics: It is common for the Incident Commander or the School's Communications Office to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the RC ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the RC in an emergency situation. If the School's Communications Officer is available, he/she will be the official spokesperson. An RC-based Public Information Officer should only be used if the media is in the RC and the School's Communications Officer is not available or forthcoming.

Special Equipment:

- ☐ Battery operated AM/FM radio
- ☐ Marking pens
- ☐ Scotch tape/masking tape
- ☐ Forms:
 - Public Information Release Worksheet
 - School Accountability Report Card
- ☐ Scissors
- ☐ RC map(s) and area map(s):
 - 8-1/2 x 11 handouts
 - Laminated display
- ☐ Tape recorder and tapes

Start-Up Activities:

- ☐ Determine a possible “news center” location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- ☐ Identify yourself as the “Public Information Officer” (vest, visor, sign, etc.)
- ☐ Consult with School’s Communications Officer to coordinate information release.
- ☐ Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- ☐ Advise arriving media that the RC is preparing a press release and approximate time of its issue.
- ☐ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- ☐ Keep up-to-date on the situation.
- ☐ Statements must be approved by the Incident Commander and should reflect:
 - Reassurance — EGBOK — “Everything’s Going to Be OK.”
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of RC, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to RC if known and appropriate.
 - Any information school wishes to be released to the public.
 - **Read** statements if possible.
- ☐ When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- ☐ **Remind RC staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- ☐ Update information periodically with Incident Commander.
- ☐ Ensure announcements and other information is translated into other languages as needed.
- ☐ Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command

Position: Liaison Officer

Primary: Eleanor Pe

Alternate: Jackie Robertson

Reports to: Incident Commander

Staffing

Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the School and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- ☐ Brief Agency Representatives on current situation, priorities and incident action plan.
- ☐ Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- ☐ Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations

Position: Operations Chief

Primary: Tim Tuter

Alternate: Angela Neri, Eleanor Pe

Reports to: Incident Commander

Staffing

Characteristics: The Operations Chief should be a staff member familiar with the RC and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include RC Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- ☐ Search & Rescue equipment
- ☐ Maps: See Crisis Response Box

During Event:

- ☐ Assume the duties of all operations positions until staff is available and assigned.
- ☐ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- ☐ Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- ☐ As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- ☐ Inform the Incident Commander regarding tasks and priorities.
- ☐ Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- ☐ Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations

Position: Facility Check & Security

Primary: Angela Neri

Alternate: Learning Leads/School Coordinators (David Hurd, Central Learning Lead, Jay Garrity, Vanessa Vallon, Veronica Ballman)

Reports to: Operations Chief

Staffing

Characteristics: Building Safety Supervisor or others familiar with the RC's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- ☐ Hard hat
- ☐ Work gloves
- ☐ Whistle
- ☐ Master keys
- ☐ Bucket or duffel bag with goggles
- ☐ Flashlight
- ☐ Dust masks
- ☐ Yellow caution tape
- ☐ Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- ☐ Check condition and take along appropriate tools.

During Event:

- ☐ As you do the following, observe the RC and report any damage by radio to the Command Post*
- ☐ Lock or open gates and major external doors appropriate for the situation.
- ☐ Locate/control/extinguish small fires as necessary.
- ☐ Check gas meter and, ***if gas is leaking***, shut down gas supply.
- ☐ Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- ☐ Post yellow caution tape around damaged or hazardous areas.
- ☐ Verify that RC is "locked down" and report same to Incident Command Post.
- ☐ Advise Incident Command Post of all actions taken for information and proper logging.
- ☐ Be sure that the entire RC has been checked for safety hazards and damage.

- ☐ No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- ☐ Direct traffic of vehicles of parents, public safety, and media on and outside the RC as appropriate.

Section: Operations

Position: Search & Rescue Team Leader

Primary: School Designated Safety Leads*

Alternate: Learning Leads/School Coordinators (David Hurd, Central Learning Lead, Vanessa Vallon, Veronica Ballman, Jay Garrity)

Reports to: Operations Chief

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports RC situation to the Operations Chief.

Special Equipment:

- ☐ Search & Rescue Team Member Backpack

Start-Up Activities:

- ☐ **You must be wearing sturdy shoes and long sleeves.**
- ☐ Put batteries in flashlight.
- ☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

- ☐ **Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- ☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**

- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
- ☐ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.
- ☐ Keep radio communication brief and simple. No codes.

Section: Operations

Position: Search & Rescue Team

Primary: School Designated Safety Leads*

Alternate: Learning Leads/School Coordinators (David Hurd, Central Learning Lead, Vanessa Vallon, Veronica Ballman, Jay Garrity)

Reports to: Search & Rescue Team Leader

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports RC situation to the Search & Rescue Team Leader.

Special Equipment:

- ☐ Search & Rescue Team Member Backpack

Start-Up Activities:

- ☐ **You must be wearing sturdy shoes and long sleeves.**
- ☐ Put batteries in flashlight.
- ☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

- ☐ **Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- ☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash

- ☐ on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
- ☐ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.
- ☐ Keep radio communication brief and simple. No codes.

Section: Operations

First Aid & Medical Team Leader

Primary: Eleanor Pe – School Nurse

Alternate: School Counselors

Reports to: Operations Chief

Staffing

Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- ☐ Marking pens
- ☐ First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- ☐ Tables & chairs
- ☐ Ground cover/tarps
- ☐ Forms: Notice of First Aid Care Given Form
- ☐ Medical Treatment Victim Log
- ☐ Morgue supplies:
 - Tags
 - Vicks Vapor Rub
 - Pens/Pencils
 - Plastic tarps
 - Plastic trash bags
 - Stapler
 - Duct tape
 - 2" cloth tape

Start-Up Activities:

- ☐ **The recommendation is for the following number of medical teams with each team consisting of two members: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; Senior High School and Administrative Facilities with >1000 = 6 Teams**
- ☐ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- ☐ Request assistance from the School Crisis Response Team for psychological staff and student needs

- ☐ Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- ☐ Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- ☐ Assess available inventory of supplies & equipment.
- ☐ Review safety procedures and assignments with personnel.
- ☐ Establish point of entry ("triage") into treatment area.
- ☐ Establish "immediate" and "delayed" treatment areas.
- ☐ Set up a separate Psychological First Aid area with staff trained in CISM from the School Crisis Response Team.
- ☐ Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- ☐ If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner's vehicle
 - Remote from assembly area
 - Security: keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

During Event:

- ☐ Oversee care, treatment, and assessment of patients
- ☐ Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- ☐ Make sure that accurate records are kept.
- ☐ Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- ☐ If needed, request additional personnel from Logistics.
- ☐ Brief newly assigned personnel.
- ☐ Report deaths immediately to Operations Chief.
 - **After pronouncement or determination of death:**
 - ***Do not*** move the body until directed by Command Post.
 - ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times***.
 - As soon as possible, ***notify Operations Chief***, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
 - Keep accurate records and make available to law enforcement and/or the Coroner when requested.
 - Write the following information on two tags:
 - Date and time found.
 - Exact location where found.
 - Name of decedent, if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.
 - Attach one tag to body.

- If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- ☐ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
- ☐ Keep Operations Chief informed of overall status.
- ☐ Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- ☐ Stay alert for communicable diseases and isolate appropriately.

After:

- ☐ Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations

Position: First Aid & Medical Team

Primary: Eleanor Pe – School Nurse

Alternate: Designated Per Location

Reports to: First Aid & Medical Team Leader

Staffing

Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- ☐ First-aid supplies
- ☐ Marking pens
- ☐ Stretchers, blankets, vests (if available)
- ☐ Quick reference medical guides
- ☐ Tables, chairs, ground cover/tarps, medication from health office
- ☐ Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log

Start-Up Activities:

- ☐ Obtain & wear personal safety equipment including latex gloves.
- ☐ Use approved safety equipment and techniques.
- ☐ Check with First Aid & Medical Team Leader for assignment.

During Event:

- ☐ Administer appropriate first aid.
- ☐ **Keep accurate records of care given.**
- ☐ Continue to assess victims at regular intervals.
- ☐ Report deaths immediately to First Aid & Medical Team Leader.
- ☐ If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- ☐ Student's Emergency Card must accompany student removed from RC to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.
- ☐ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- ☐ Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas (“Immediate” & “Delayed”)

- ☐ Staff with minimum of 2 team members per area, if possible.
- ☐ One member completes secondary head-to-toe assessment.
- ☐ Second member records information on triage tag and RC treatment records.
- ☐ Follow categories: Immediate, Delayed, Dead
- ☐ When using 2-way radio, do not use names of injured or dead.

After:

- ☐ Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- ☐ Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations

Position: Assembly Area

Primary: School Coordinators

Alternate: Learning Leads (Central Learning Lead, David Hurd, Vanessa Vallon)

Reports to: **Operations Chief**

Staffing

Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students in RC (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- ☐ Ground cover and tarps
- ☐ First aid kit, water, food, sanitation supplies
- ☐ Student activities: books, games, coloring books, etc.
- ☐ Forms:
 - Student Accounting Form
 - Notice of First Aid Care Given Form

Start-Up Activities:

- ☐ Request additional personnel, if needed.
- ☐ If RC is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the RC as they exit, to make sure that all evacuates.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- ☐ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ☐ Administer minor first aid as needed.
- ☐ Support the Release Gate Unit process by releasing students with appropriate paperwork.
- ☐ When necessary, provide water and food to students and staff.
- ☐ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ☐ Make arrangements to provide shelter for students and staff.
- ☐ Arrange activities and keep students reassured.
- ☐ Update records of the number of students and staff in the assembly area (or in the buildings).
- ☐ Direct all requests for information to the Public Information Officer.

Section: Operations

Position: Request Gate

Primary: Safety Ambassadors (Per Location)

Alternate: Learning Leads/School Coordinators (David Hurd, Central Learning Lead, Vanessa Vallon, Veronica Ballman, Jay Garrity)

Reports to: **Operations Chief**

Staffing

Characteristics: RC staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- ☐ Stapler
- ☐ Box(es) of Emergency Cards
- ☐ Signs: Parent Request Gate
- ☐ Empty file boxes to use as out boxes
- ☐ Forms:
 - Student Release Form
 - Volunteer Assignment List

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- ☐ Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- ☐ Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.

- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- ☐ Runner takes form(s) to the designated RC.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is in:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "**Sent with Runner.**"
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.

If student is not in:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "**Absent**" if student was never in the RC that day.
- ☐ "**First Aid**" if student is in First Aid & Medical Treatment Area.
- ☐ "**Missing**" if student was in the RC but now cannot be located.
- ☐ Runner takes Student Release Form to the Command Post.
- ☐ Command Post verifies student location if known and directs runner accordingly.
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations

Position: Release Gate

Primary: Designated Per Location

Alternate: Learning Leads/School Coordinators (David Hurd, Central Learning Lead, Vanessa Vallon, Veronica Ballman, Jay Garrity)

Reports to: Operations Chief

Staffing

Characteristics: RC staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- ☐ Stapler
- ☐ Signs: Parent Release Gate
- ☐ Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Release Gate away from the Request Gate.
- ☐ Assign volunteers to assist, as needed.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is in:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "**Sent with Runner.**"
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not in:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "**Absent**" if student was never in the RC that day.
- ☐ "**First Aid**" if student is in First Aid & Medical Treatment Area.
- ☐ "**Missing**" if student was in the RC but now cannot be located.

- ☐ Runner takes Student Release Form to Incident Command Post.
- ☐ Incident Command Post verifies student location if known and directs runner accordingly.
- ☐ If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- ☐ Parent should be notified of missing student status and escorted to crisis counselor.
- ☐ If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- ☐ If student was marked absent, parent will be notified by staff member.

Section: Planning & Intelligence

Position: Planning & Intelligence Chief/Logistic Chief

Primary: Tim Tuter, Angela Neri

Alternate: Eleanor Pe

Reports to: Incident Commander

Staffing

Characteristics: Vice Principal or someone familiar with RC and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- ☐ File box(es)
- ☐ Dry-erase pens and eraser
- ☐ Large map of RC, laminated or covered with Plexiglas
- ☐ Forms:
 - Position Log

During:

- ☐ **Assume the duties of all Planning Section positions until staff is available and assigned.**
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Assist the Incident Commander in writing Incident Action Plan.

Section: Planning & Intelligence

Position: Documentation

Primary: Angela Neri

Alternate: Aida Garcia

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- ☐ File box(es)
- ☐ Forms:
 - Position Log

During:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports.
- ☐ Record content of all radio communication with School Emergency Operations Center (EOC).
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- ☐ File all reports for reference.

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting Forms.
- ☐ Check off staff roster. Compute number of students, staff, and others in the RC for Situation Analysis. Update periodically.
- ☐ Report missing persons and RC damage to Incident Command Post.
- ☐ Report first aid needs to First Aid & Medical Team Leader.
- ☐ File forms for reference.
- ☐ Track regular and overtime of all staff.

After:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.

Section: Planning & Intelligence

Position: Situation Analysis

Primary: Tim Tuter, Angela Neri

Alternate: Eleanor Pe

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the RC to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special

Equipment:

- ☐ Dry-erase pens and eraser
- ☐ Large map of RC, laminated or covered with plexiglas
- ☐ File box(es)
- ☐ Map of local area

During:

Situation Status Map:

- ☐ Collect, organize and analyze situation information.
- ☐ Mark RC map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of RC.
- ☐ Preserve map as legal document until photographed.
- ☐ Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- ☐ Provide current situation assessments based on analysis of information received.
- ☐ Develop situation reports for the Incident Command Post to support the action planning process.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ **Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer.**

Section: Logistics

Position: Logistics Chief

Primary: Tim Tuter, Angela Neri

Alternate: Eleanor Pe

Reports to: **Incident Commander**

Staffing

Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility with all emergency supplies stored in the RC.
- ☐ Forms:
 - RC Status Report
 - Volunteer Assignment List

Start-Up Activities:

- ☐ **Assume the duties of all Logistics positions until staff is available and assigned.**
- ☐ Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- ☐ Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- ☐ Maintain security of cargo container, supplies and equipment.

After:

- ☐ Secure all equipment and supplies.

Section: Logistics

Position: Supplies, Facilities, & Staffing

Primary: Angela Neri

Alternate: Aida Garcia

Reports to: **Logistics Chief**

Staffing

Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special

Equipment:

- ☐ Cargo container or other storage facility and all emergency supplies stored in the RC

Start-Up Activities:

- ☐ Open supplies container or other storage facility if necessary.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- ☐ Review staff roster and begin call-back, as required.

During Event:

- ☐ Maintain security of cargo container, supplies and equipment.
- ☐ Distribute supplies and equipment as needed.
- ☐ Assist team members in locating appropriate supplies and equipment.
- ☐ Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- ☐ Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- ☐ Secure all equipment and supplies.

Section: Finance & Administration

Position: Finance & Administration Chief

Primary: Lynne Alipio

Alternate: Mary Bixby

Reports to: Incident Commander

Staffing

Characteristics: Familiar with common financial record keeping standards – School Receptionist.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special

Equipment:

☐ None

During:

- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- ☐ Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the School level; however, in emergency situations, it may be necessary for RCs to acquire certain items quickly.
- ☐ Manage and analyze timekeeping records for emergency responders
- ☐ Determine process for tracking regular and overtime of staff.
- ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ☐ If School personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- ☐ Determine process for tracking purchases.
- ☐ Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- ☐ Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- ☐ Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

**RC/Facility Planning Teams
Safety Ambassadors*
2020-2021**

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR works hours – ensure there are two staff members when opening and closing the RC
- ✓ Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

Audeo Charter School

Resource Center	Safety Ambassador
Kearny Mesa	Courtney McManus
K5 Home School	Tiffany Hart
La Jolla	Chrissy Hunsaker
Mission Valley-East	Brittany Yourex
Mission Valley-West	Imelda Gonzalez/Rosan Duenas
Moreno Valley	Bradley Yarbrough
Pacific Beach	Chad Menestrina

The Charter School of San Diego

Resource Center	Safety Ambassador
Bonita	Vielsy Monteiro/Angela Neri
Clairemont	Wendy Rode
College Avenue	Travis Powers/Jeanette Perez
Downtown	Christopher Thompson
Euclid	Matt Hoss
Lake Murray	Christine Daniels
Mira Mesa	Amber Stewart
North Park	Jeanette Brown
Northgate	Bridget Snyder
Old Town	Paloma Samano/Priscilla Villarreal
Paradise Hills Annex	Constance Bautista
Paradise Hills Cadet	Dan Leavell/Michael Fagan
Petco Park	Laura Liedblad
Point Loma	Denise Piatchuk
Scripps Ranch	David Delbrueck
Sorrento Mesa	1 st Floor – Rose Mooney/ Natasha Dunnells 2 nd Floor – Tiffany Yandell/Aida Garcia
Tierrasanta	Roman Rubio
Woodman	Michelle Ramirez

Updated January 2021

STUDENT SUCCESS PROGRAMS

EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY

The Board of Directors of Student Success Programs, a California nonprofit public benefit corporation operating Audeo Charter School and The Charter School of San Diego hereafter collectively referred to as (“Charter School”). The Governing Board of the Charter School hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School.

Definitions

- *“Education Record”*: An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by Charter School or by a party acting for Charter School. Such information includes, but is not limited to:
 1. Date and place of birth; parent and/or guardian’s address, mother’s maiden name and where the parties may be contacted for emergency purposes;
 2. Grades, test scores, courses taken, academic specializations and school activities;
 3. Special education records;
 4. Disciplinary records;
 5. Medical and health records;
 6. Attendance records and records of past schools attended; and/or
 7. Personal information such as, but not limited to, a student’s name, the name of a student’s parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records maintained by a law enforcement unit of Charter School that were created by that law enforcement unit for the purpose of law enforcement;
3. In the case of a person who is employed by Charter School but not in attendance

at Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;

4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Charter School;
 5. Records that only contain information about an individual after the individual is no longer a student at Charter School; or
 6. Grades on peer-graded papers before they are collected and recorded by a teacher.
- *"Personally Identifiable Information"*: Personally identifiable information ("PII") is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Charter School reasonably believes knows the identity of the student to whom the education record relates.
 - *"Directory Information"*: Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Charter School pursuant to the FERPA (20 U.S.C. § 1232g). Charter School has designated the following information as directory information:
 1. Student's name
 2. Student's address
 3. Parent/guardian's address
 4. Telephone listing
 5. Student's electronic mail address
 6. Parent/guardian's electronic mail address
 7. Photograph
 8. Date and place of birth
 9. Dates of attendance
 10. Grade level

11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended
13. 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 SSN, in whole or in part, cannot be used for this purpose.)

- “*Parent*”: Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- “*Eligible Student*”: Eligible student means a student who has reached eighteen (18) years of age.
- “*School Official*”: A school official is a person employed by Charter 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 Board of Directors of Charter School . A school official also may include a volunteer for Charter School or an independent contractor of Charter School or other party who performs an institutional service or function for which Charter School would otherwise use its own employees and who is under the direct control of Charter 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 their tasks.
- “*Legitimate Educational Interest*”: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Disclosure Of Directory Information

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent’s or eligible student’s right to require that Charter School not release “directory information” without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of “directory information” that it may not disclose without the parent’s or eligible student’s prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student’s directory information made while the former student was in attendance unless the student rescinds the opt out request.

Annual Notification To Parents And Eligible Students

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

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

Parental And Eligible Student Rights Relating To Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

1. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate.
- b. Misleading.
- c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

3. Hearing to Challenge Education Record

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

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

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

Disclosure Of Education Records And Directory Information

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made.

This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:
2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations (“C.F.R.”) Part 99;
3. 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, 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 their 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 pursuant to Section (IV)(3) above;
4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
5. 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;
6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
7. Accrediting organizations in order to carry out their accrediting functions;
8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
9. 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;

10. Persons who need to know in cases of health and safety emergencies;
11. State and local authorities, within a juvenile justice system, pursuant to specific State law;
12. 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/or 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
13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

Record Keeping Requirements

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

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

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

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and

parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

Complaints

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-5920

Record Retention

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 through 438, per the following:

- “*Mandatory Permanent Student Records*”: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
 1. Legal name of student
 2. Date of birth
 3. Method of verification of birth date
 4. Sex of student
 5. Place of birth
 6. Name and address of parent of minor student
 7. Address of minor student if different than above
 8. An annual verification of the name and address of the parent and the residence of the student
 9. Entering and leaving date of each school year and for any learning periods or courses taken during each year, half year, summer or quarter
 10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
 11. Verification of or exemption from required immunizations

12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *“Mandatory Interim Student Records”*: Must be maintained until judged to be disposable defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
 1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
 2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
 3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
 4. Language training records
 5. Progress slips and/or notices
 6. Parental restrictions regarding access to directory information or related stipulations.
 7. Parental or adult student rejoinders to challenged records and to disciplinary action
 8. Parental authorizations or prohibitions of student participation in specific programs
 9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- *“Permitted Student Records”*: may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student’s completion or withdrawal from school. These records are defined as:
 1. Objective counselor and/or teacher ratings

2. Standardized test results older than three years
3. Routine discipline data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

Student Success Programs

TITLE I PARENT INVOLVEMENT POLICY

Board Policy #:1400

TITLE I PARENT INVOLVEMENT POLICY

Approved: September 7, 1995

Amended: May 14, 2008, February 22, 2008, February 22, 2018, February 17, 2021

The Board of Directors of Student Success Programs, Inc. hereby adopts this ~~amended~~ Title I Parent Involvement Policy to apply to Audeo Charter School ~~and~~ Charter School of San Diego ~~and Laurel Preparatory Academy~~, ~~all~~ hereafter collectively referred to as “Charter School.”

The Governing Board recognizes the parents/guardians are their children’s first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The ~~President~~ Executive Director or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children’s education and of the opportunities available to them to do so.

Each year the ~~President~~ Executive Director or designee shall identify objectives of the school’s parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program (~~Education Code 11503~~).

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children’s achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements. ~~[20 USC 6318 Section 1118(a)-(f) inclusive].~~

Charter School Expectations and Objectives

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
 - Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.
2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - Parent have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.
3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
 - Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.

4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
 - Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents input and feedback is sought after and deemed essential by the school for improvements in academic results.
5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
 - The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.
6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
 - Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the school provides several Parent Involvement presentations throughout the year through Altus University.
7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
 - Staff is in constant communication with parents to review all involvement opportunity and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.
8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
 - Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure

the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.

9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.

- All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.

Involvement of Parents in the Title I Program

To involve parents in the Title I program, the following practices have been established:

1. Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.
2. Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.
3. Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. *
 - The Title 1 Parent Information Meeting is held prior to Open House Events.
 - The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
 - Parents are invited to participate in School Site Council Meetings to discuss Title 1 [Policies.](#)
4. Provide parents of Title I students with timely information about Title I programs.
 - Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.
 - The Title 1 Parent Meeting is held in the fall of each school year.
5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.

- School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.
 - Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.
6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
- Parents receive monthly Resource Center calendars detailing parent involvement opportunities.
 - Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.
 - Parent emails and contacts are responded to in 24 business hours.
 - An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children. ~~[20 U.S.C. § 6318 (c)(3)]~~

Home-School Compact

The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

Building Capacity for Involvement

The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
 - Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.

2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
 - Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPPOELL).
 - Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.
 - Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.

3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
 - Parent engagement is a focus of the annual needs assessment.
 - Parental involvement is a key feature of the teacher training program.

4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.
 - Parent courses are offered through Altus University on specific topics that parents have requested.
 - English Learner Advisory Committee Meetings

- Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.
5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.
 - Provide translation services in other languages, as requested, on important school information.
 6. Provide support for parental involvement activities requested by Title I parents.
 - Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

Accessibility

Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

Student Success Programs

STAFF/STUDENT INTERACTION POLICY

Board Policy #1700 Staff/Student Interaction Policy

Approved: May 13, 2009

Amended: February 17, 2021

The Board of Directors of Student Success Programs, Inc. hereby adopts this Staff/Student Interaction Policy to apply to Audeo Charter School and Charter School of San Diego, hereafter collectively referred to as “Charter School.”

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

I. PURPOSE AND SCOPE

~~While incidences of sexual misconduct committed by teachers and school staff are very low throughout the country, every incident results in consequences which must be immediately addressed by the particular school community. Accordingly, it~~ It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in ~~Altus Schools’ (ALTUS)~~ the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this ~~policy~~ Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this ~~policy~~ Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this ~~policy~~ Policy serve to

- (1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.
- (2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.
- (3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for ALTUS Charter School to maintain a school-wide culture in which

students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)

- (4) Clarify that improper action will have significant consequences.
- (5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.
- (6) Define the process that Charter School ALTUS will use for addressing potential improper conduct.
- (7) Preserve student and staff privacy rights during any pending investigation.

II. BACKGROUND AND GENERAL POLICY PROVISIONS

Actions by staff members that are inconsistent or in conflict with the values established by ALTUS-Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all employees school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Ppolicy and otherwise proclaimed by this school.

The provisions herein are intended to guide all ALTUS-Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school employees-staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. It is critical that staff members study this Ppolicy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Ppolicy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

III. BOUNDARIES

A. Boundaries Defined

For the purposes of this ~~policy~~Policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of ~~public~~ trust.

B. Acceptable and Unacceptable Behavior

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

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this ~~policy~~Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all ~~employees-staff~~ study this ~~policy~~Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing “personalized, education programs to facilitate student achievement,” student/staff interaction has boundaries regarding the activities, locations, and intentions.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this ~~P~~policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

1. Giving students a ride to/from school or school activities without parent permission (only in “emergency” situations).

2. Being alone in a room with a student.
3. Allowing students in your home.

Cautionary Staff/Student Behaviors

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, ~~MySpace~~social media responses, or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.

17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

IV. CORPORAL PUNISHMENT

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

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

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

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

IV. Duty to Reporting

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this ~~policy~~Policy, ~~he or she must report~~they should report the ~~suspicion~~suspicion-occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole.

Employees-Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

VI. Investigating

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of ~~sexual misconduct~~inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law. The investigating supervisor shall promptly notify the Supervising Administrator that an investigation is in progress; the Supervising Administrator, in turn, shall notify the Executive Director ~~President~~ of the existence and status of any investigations. Upon completion of any such investigations, the Supervising Administrator shall direct the investigating administrator to report to the ~~President~~ Executive Director any conclusions reached. The investigating administrator may consult with ALTUS-Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

VII. Consequences

Staff members who have violated this ~~policy~~Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

VIII. Training

This document shall be discussed with and acknowledged by all ALTUS-Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all ALTUS-Charter School employees. A copy of this acknowledgement will be placed into each ALTUS-Charter School employee's personnel folder. In addition, appropriate portions of this ~~policy~~Policy and related information will be incorporated into on-going ALTUS-Charter School communications thrust to underscore the continuing importance that ALTUS-Charter School places on student/staff interaction.

Student Success Programs

STUDENT FEES POLICY

Board Policy #: ~~1850 Student Fees Policy~~

Approved: September 11, 2014

Amended: February 17, 2021

This student fees policy has been adopted by the Board of Directors of ~~The Charter School of San Diego~~ Student Success Programs, Inc. in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (“AB 1575”) (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. This Policy applies to Audeo Charter School~~(H)~~ and The Charter school of San Diego.

I. General Statement ~~Of of~~ Policy

~~The Charter School of San Diego operates free public charter schools, and no~~ No student enrolled in Charter School ~~of San Diego~~ shall be required to pay a student fee for participation in Charter School ~~of San Diego~~’s educational activity unless specifically authorized by law.

II. Definitions

~~For purposes of this policy and pursuant to AB 1575, “educational~~ Educational activity” means any activity offered by ~~the The Charter School of San Diego~~ Charter School that constitutes an integral fundamental part of a student’s education, including, but not limited to, curricular and extracurricular activities. ~~“Educational activity” does not include: (a) transportation (bus) to and from school; (b) child care services for students whose parents cannot pick up their student immediately after school.~~

~~For purposes of this policy and pursuant to AB 1575, “student~~ Pupil fee” means a fee, deposit, or other charge imposed on students, or a student’s parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

- (a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
- (b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;

(c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

III. Policy Against Unlawful Pupil Fees

III. SPECIFIC STUDENT FEE PROVISIONS

1. All supplies, materials, and equipment needed for students to participate in ~~the Audeo~~ Charter School's educational activities shall be provided to students by the school free of charge.
2. ~~The Charter School of San Diego~~ Charter School does not use a fee waiver policy to make any student fee permissible.
3. ~~The Charter School of San Diego~~ Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School ~~of San Diego~~, or students who make voluntary donations to ~~the Charter~~ The Charter School of San Diego's programs and activities, are not provided a higher educational standard than students who do not.
4. ~~The Charter School of San Diego~~ Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and ~~The Charter School of San Diego~~ Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.
5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. All students at The Charter School of San Diego participate at Graduation that is part of the curriculum. A cap and gown will be provided free of charge by The Charter School of San Diego the Charter School to graduating students and will must be returned to The Charter School of San Diego the Charter School after the Graduation ceremony. The Charter School of San Diego Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are permitted to participate, and provided necessary access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

IV. Lawful Fees

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School ~~of San Diego may charge students a r~~Reasonable fees [up to an amount not to exceed \$10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.
2. ~~Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. All students at The Charter School of San Diego Charter School participate in field trips that are part of the curriculum, which are provided to students by The Charter School of San Diego free of charge. The Charter School of San Diego~~ may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.
3. Fees for optional attendance as a spectator at a school sponsored activity
4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.
5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.
6. Fees for outdoor science school camp programs ~~or cadet corps program~~, so long as no student is denied the opportunity to participate because of nonpayment of the fee.
7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.
8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.
9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.
10. Fees for transportation of pupils to places of summer employment.
11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.

12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.
13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.
14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.
15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.
16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.
17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

V. Voluntary Contributions

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

VI. Notice

Students and parents of students will be provided a copy of this policy at the start of each school year as part of ~~The~~ Charter School ~~of San Diego~~'s Student and Parent Resource Guide.

VII. Complaint and Remedy Procedures

Students, parents or guardians who believe they are being charged an impermissible pupil fee ~~under AB 1575~~ should contact the ~~Director of Instruction and Innovation~~ Executive Director or designee, or file a complaint pursuant to ~~and all complaints will be addressed~~ pursuant to Charter School ~~of San Diego~~'s Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent ~~Resource Guide~~ Handbook. As outlined in the ~~Uniform Complaint Procedures Policy~~ UCP, ~~some~~ complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event ~~any Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, is found to have merit, The Charter School of San Diego -Charter School will reimburse all affected students, parents and guardians, shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:~~

- (1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.
- (2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

-Student Success Programs

STUDENT WELLNESS POLICY

Board Policy #1930

Approved: February 22, 2018

Amended: February 17, 2021

The Board of Directors of Student Success Programs, Inc. hereby adopts this Wellness Policy to apply to Audeo Charter School ~~-(+)~~ and; The Charter School of San Diego ~~and Laurel Preparatory Academy~~, all hereafter collectively referred to as “Charter School.” Charter School adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. ~~-~~This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. ~~-~~Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. ~~-~~In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. ~~-~~Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This ~~policy~~Policy outlines Charter School’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. ~~-~~Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after ~~School;~~the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School ~~faculty and~~ staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.

- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits; and.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found for Audeo Charter School at www.audeocharterschool.net and for The Charter School of San Diego at www.charterschool-sandiego.net.

Recordkeeping

The Charter School will retain records to document compliance with the requirements of this policy in the main office. -Documentation maintained in this location will include but will not be limited to:

- The written Policy; ;
- Documentation demonstrating that the Policy has been made available to the public; ;
- Documentation to demonstrate compliance with the annual public notification requirements; and community involvement requirements.
- Documentation of the triennial assessment of the Policy; ;
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

Annual Notification of Policy

The Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. -The Charter School will make this information available via the Charter School website and/or Charter School-wide communications. -The Charter School will provide as much information as possible about the Charter School nutrition environment. -This will include a summary of Charter School's events or activities related to Policy implementation.

Triennial Progress Assessments

At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School in compliance with this Policy;
- The extent to which the Charter School's ~~policy~~Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator

619-393-2270

The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

Community Involvement, Outreach and Communications

The Charter School is committed to being responsive to community input, which begins with awareness of the ~~wellness policy.~~ ~~The Charter School Policy.~~ Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. ~~The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in~~ Charter School nutrition standards.

The Charter School will ~~post the policy and use electronic mechanisms, such as email or displaying~~ notices on the Charter School's website, as well as ~~create print collateral non-electronic mechanisms, such as newsletters and flyers that will be sent home to parents and formal, presentations to parents, or sending information home~~ to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that ~~the district and individual~~ other local schools are communicating important ~~School~~school information with parents.

The Charter School will actively notify the public about the content of ~~or, the implementation of,~~ and any updates to the ~~wellness policy~~ Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

II. Nutrition

Charter School Meals

The Charter School is committed to promoting healthy food choices. It currently provides adequate and nutritious meals and does not participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers.

Competitive Foods and Beverages

The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser ~~occurred~~ occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to students, parents and teachers a list of healthy ~~–fundraising ideas–~~.

Nutrition Promotion

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

Food and Beverage Marketing in Schools

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity ~~occurred~~ occurs, any foods and beverages marketed ~~or~~ promoted to students at on the school Resource Centers during the ~~hours of operations~~ school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

III. Physical Activity

The Centers for Disease Control (“CDC”) recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that

aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. -The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

IV. Other Activities that Promote Student Wellness

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. -The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The Charter School will continue *to* develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. -Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

Professional Learning

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Student Success Programs The Charter School of San Diego

SUSPENSION AND EXPULSION POLICY

Board Policy #: 3300

Adopted: May 11, 1998

Amended: May 13, 2009, September 14, 2017, February 17, 2021

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School of San Diego (“CSSD” or “Charter School”). In creating this policy, CSSD has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions ~~and~~, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* CSSD is committed to annual review of policies and procedures surrounding suspensions ~~and~~, expulsions, and involuntary removals, 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 CSSD’s policy and procedures for student suspension ~~and~~, expulsion, and involuntary removal, 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. CSSD 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~~this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The CSSD administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that ~~the~~this policy and procedures are available ~~on~~upon 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 CSSD 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”) ~~will be~~is subject to the same grounds for suspension and expulsion and ~~will be~~is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. CSSD will follow all applicable

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) 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/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 the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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; or 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~~ for violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, ~~sold~~ or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property-, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property-, which includes but is not limited to, electronic files and databases.
- ~~g)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.
- ~~h)i)~~ _____ Committed an obscene act or engaged in habitual profanity or vulgarity.
- ~~i)j)~~ _____ Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- ~~j)k)~~ _____ Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
 - ~~(1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.~~
- l) _____ Knowingly received stolen school property or private property-, which includes but is not limited to, electronic files and databases.
- ~~k)m)~~ _____ Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ~~Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.~~
- ~~h)n)~~ _____ Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- ~~m)o)~~ _____ Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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

~~h)q)~~ Made ~~terrorist~~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.

~~h)r)~~ Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

~~h)s)~~ Caused, attempted to cause, ~~threaten~~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.

~~h)t)~~ Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading ~~student~~the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the ~~school~~ 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.

~~4)~~—

~~s)v)~~ _____ A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)~~(b)~~.

~~t)w)~~ _____ Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director 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~~ destructive device unless, in the case of possession of any ~~object~~ device of this type, the ~~students~~ student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force ~~or~~ violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, ~~sold~~ or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property-, which includes but is not limited to, electronic files and databases.
- ~~g)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.
- ~~h)i)~~ Committed an obscene act or engaged in habitual profanity or vulgarity.
- ~~i)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.
- ~~j)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.
 - ~~b) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.~~

- ~~k~~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.
- ~~h~~n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- ~~m~~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.
- ~~n~~p) Made ~~terrorist~~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.
- ~~e~~q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this ~~section~~policy, 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.
- ~~p~~r) Caused, attempted to cause, ~~threaten~~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.
- ~~e~~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 ~~student~~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.

†) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

†) “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~~

- 1) 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~~their age, or for a person of ~~his or her~~their 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~~their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with ~~his or her~~their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with ~~his or her~~their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation ~~and~~or transmission originated on or off the ~~school location~~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 policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 policy, “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.

s)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)~~.

t)v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director 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~~ destructive device unless, in the case of possession of any ~~object~~ device of this type, the ~~students~~ student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm 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 destructive 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 Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 Executive Director or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or CSSD employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director 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 CSSD 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(c)(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 CSSD 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(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If CSSD 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 Executive Director or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director 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.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(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 Charter School Board of Directors following a hearing before it, or by the Board of Directors upon the recommendation of ~~an~~ neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel ~~should~~shall consist of at least three (3) members who are certificated and neither a teacher of the pupil or a member of the 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 Executive Director or designee determines that the pupil has committed an expellable offense, and recommends the student for expulsion.

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 the Family Educational Rights and Privacy Act "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 CSSD'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 CSSD 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

CSSD 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 CSSD 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. CSSD 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 personentity 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, CSSD must present evidence that the witness' presence is both desired by the witness and will be helpful to CSSD. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in ~~the~~ public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are 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 ~~person~~entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. -Before such a determination regarding extraordinary ~~circumstance~~circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, ~~the pupil or the Board of Directors ultimately decides not to expel, the student~~ shall immediately be returned to his/her educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's 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 CSSD.

The Executive Director 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.

K. Disciplinary Records

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

L. No Right to Appeal

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

M. 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. CSSD 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.

N. Rehabilitation Plans

Students who are expelled from CSSD shall be given a rehabilitation plan upon expulsion as developed by the Board 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 CSSD for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a pupil after the end of the student's expulsion term or to admit a previously expelled pupil from another school district or CSSD who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director 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 Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding ~~his~~the Executive Director's or ~~her~~designee's determination. The Board shall then make a final decision regarding readmission or admission of the student 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 CSSD's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student 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.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

CSSD 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 CSSD 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 ~~alterative~~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, CSSD, 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 CSSD, 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 CSSD, 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 CSSD had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/[guardian](#) and CSSD agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/[guardian](#) or CSSD, 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 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and CSSD 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

CSSD 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 Executive Director 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 USC 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 USC 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 CSSD's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CSSD had knowledge that the student was disabled before the behavior occurred.

CSSD 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 CSSD supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other CSSD personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CSSD supervisory personnel.

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

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

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Graduation Requirements PolicyApproved: *July 13, 2007*Amended: *November 13, 2008, May 13, 2009, February 11, 2010, May 9, 2013, June 29, 2015, October 19, 2017, April 3, 2019, February 17, 2021 to take effect for the Class of 2021 and beyond.****Graduation Options and Requirements***

Student Success Program (SSP) schools have been created with the primary purpose of supporting students in receiving a quality high school education which results in the achievement of a high school diploma or equivalency. The hallmark of SSP is a rigorous curriculum taught by high quality and committed teachers, in a safe and supportive environment which is conducive to learning.

The Schools award a high school diploma, CHSPE or HiSET™ certificate to students who meet the graduation requirements approved by the Board of Directors. The School is accredited by the Western Association of Schools and Colleges (WASC). The School meets all requirements necessary for issuance of a certified high school diploma.

All SSP schools assume exclusive responsibility for issuing diplomas. The diploma issued by an SSP school provides valid certification of high school completion in the State of California.

The diploma will read as follows:

School Name

***This is to certify that (student's name) has
completed all requirements prescribed by the Student Success Programs
Board of Directors for graduation from high school and
is granted this diploma.***

Graduation Options

SSP provides a variety of graduation options for our students. As part of our Pathways Personalized Education Plan, we seek to ensure that students pursue the best option for their needs. SSP offers four options for graduation:

Option 1: High School Diploma (UC/CSU Option)

Option 2: High School Diploma (Option 2)

Option 3: California High School Proficiency Exam (CHSPE) Certificate

Option 4: HiSET Certificate

Option 1 High School Diploma

Students graduating with an Option 1 High School Diploma from an SSP school must complete **42** semester credits in grades 9-12. Option 1 graduation requirements may fulfill the University of California (UC) and California State University (CSU) admission requirements.

OPTION 1 GRADUATION COURSE REQUIREMENTS	
English - 8 semester credits (4 years required)	Mathematics - 6 semester credits (3 years required, 4 years recommended)
4 credits - English 1-4 or Accelerated English 1-4 2 credits - American Literature, or Honors American Literature or AP English Language and Composition or AP English Literature and Composition 2 credits - World Literature or Contemporary Voices in Literature or English Literature or Honors British Literature or AP English Language and Composition or AP English Literature and Composition	2 credits – Integrated Math 1 or Algebra 2 credits – Integrated Math 2 or Geometry 2 credits - Integrated Math 3 or Intermediate Algebra Optional 4th Year Credits – Statistics or Pre-Calculus or Honors Pre-Calculus or AP Calculus
Science - 4 semester credits (2 years required, 3 years recommended)	Social Studies - 6 semester credits (3 years required)
2 credits - Physical Science (Earth Science or Physics or Chemistry) 2 credits - Life Science (Biology) Optional 3rd Year Credits – Honors Chemistry	2 credits - World History, Geography & Economics or AP World History 2 credits - US History or Honors US History or AP US History 1 credit – Government or AP Government & Politics 1 credit – Economics
Physical Education – 4 semester credits	
All students must complete 4 semesters of Physical Education. All or portions of this requirement may be waived if the student qualifies for an exemption	

Pathways Exhibition - 1 semester credit	
This requirement may be waived if a student begins enrollment in the second semester of their four-year cohort or beyond.	
<u>Option 1:</u> All students must complete and present a Pathways Exhibition. Students can choose from a variety of exhibition options including a CTE Pathway with Capstone Project.	<u>Option 2:</u> Students may take a college course with similar requirements as the Pathways Exhibition. The course must be approved by a School Administrator in advance of the student starting the course.
World Languages and Visual and Performing Arts (V&PA) – 2 semester credits	
<u>Option 1:</u> 2 credits - World Language (both semesters must be the same language)	<u>Option 2:</u> 2 credits - V&PA
<u>UC/CSU Option:</u> 4 credits – World Language (all semesters must be the same language; 2 years required, 3 years recommended) 2 credits – Visual and Performing Arts (both semesters need to be the same course)	

Career & Technical Education/Service Learning/Work Experience 2 semester credits		
<u>Option 1:</u> 2 credits - CTE (Career and Technical Education).	<u>Option 2:</u> 2 credits - Service Learning (120 hours total of community service). <i>Recommended for UC & CSU students.</i>	<u>Option 3:</u> 2 credits - Work Experience (240 hours of paid Employment approved by a school counselor).
<u>General Electives</u> 9 semester credits (or up to 13 if any Physical Education is exempted)		
<u>Students have the option of choosing from a wide range of general elective options.</u> <u>UC/CSU: 2 credits – Approved electives in the same area</u>		
Grade Point Average (GPA)		
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.		

**Courses required for UC/CSU Admissions.*

Students planning on applying to a UC or CSU can request a meeting with a counselor to develop a course plan.

Option 2 High School Diploma

The Option 2 High School Diploma seeks to assist those students that will have reached their 18th birthday by the graduation deadline, and have at least **29** credits (minimum of 25 credits if portions of PE is exempted, or 24 credits if PE is exempted and Pathways Portfolio is waived) in the required courses and a minimum 2.00 G.P.A. in those courses designated for the state of California Option 2 diploma.

Eligibility Criteria: The eligible student is at least 17 years old or in their fifth-year cohort or beyond and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the Option 2 Committee, consisting of school counselors, an administrator, and a teacher representative.

Admission Requirements and Process:

- Student must be enrolled at an SSP school and must be earning credits at the rate of one per month, with a minimum participation rate of 75% per month.
- Resource center teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- Resource center teacher presents the student records, which include parent consent documents to the Option 2 Committee, outlining why this option best meets the needs of this student.
- The Option 2 Committee may decide to accept the recommendation of the teacher or deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the school counselor develops a new course plan.

OPTION 2 GRADUATION COURSE REQUIREMENTS

English - 6 semester credits		Mathematics - 4 semester credits	
English 1, 2 and higher		Including Algebra 1, 2 or Integrated Math 1, 2 and higher	
Science - 4 semester credits		Social Studies - 6 semester credits	
Including Biology 1, 2 and one year of a physical science		World History, Geography & Economics 1, 2; U.S. History 1, 2; Government 1 and Economics 1	
Physical Education – 4 semester credits			
All students must complete 4 semesters of Physical Education. All or portions of this requirement may be waived if the student qualifies for an exemption			
Pathways Exhibition – 1 semester credits			
This requirement may be waived if a student begins enrollment in the second semester of their four-year cohort or beyond.			
<u>Option 1:</u> All students must complete and present a Pathways Exhibition. Students can choose from a variety of exhibition options including a CTE Pathway with Capstone Project.		<u>Option 2:</u> Students may take a college course with similar requirements as the Pathways Exhibition. The course must be approved by a School Administrator in advance of the student starting the course.	
World Languages and Visual and Performing Arts (V&PA) – 2 semester credits			
<u>Option 1:</u> 2 credits - World Language (both semesters must be the same language)		<u>Option 2:</u> 2 credits - V&PA	
CTE/Service Learning/Work Experience – 2 semester credits			
<u>Option 1:</u> 2 credits CTE (Career and Technical Education)	<u>Option 2:</u> 2 credits Service Learning (120 hours total of community service).	<u>Option 3:</u> 2 credits Work Experience Education (240 hours of paid employment approved by School counselor).	
Grade Point Average (GPA)			
Students must have a minimum G.P.A. of 2.00 in the required courses for Option 2.			

School counselor or administrator approval is needed for the following:

- College courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.
- Passing scores of 150 or higher on the General Education Development Test (GED) or a passing score of 8 or more on the HiSET™ can be used to satisfy some course credit requirements.

Option 3 CHSPE Certificate

Students graduating with the California High School Proficiency Exam (CHSPE) Certificate from an Altus school must complete the following requirements:

1. Successful completion and passing score on the California High School Proficiency Exam (CHSPE).
2. An official score must be received from the State of California verifying a passing score.
3. Upon successful completion and at the request of the parent/guardian (unless the student is 18 or older), the student must complete a Parent Consent for Exemption from Compulsory Attendance (Form C-37) and submit to the school.

Option 4 HiSET™ Certificate

On March 13, 2014 the California State Board of Education approved a new high school equivalency test known as the HiSET™ for California test takers. In order to complete the HiSET™ a student must pass 5 sections that include; Reading, Writing, Math, Social Studies and Science. Scores range from 1-20 with a passing score being 8 and overall score of 45. SSP Schools have entered into a MOU with the HiSET™ publisher ETS to become a local testing center for students beginning in the 2015-2016 school year.

Graduation Ceremony

Graduation from a SSP School is a special and dignified event. Students wishing to participate in the graduation ceremony must complete the following requirements:

- Complete all stated requirements in Option 1(UC/CSU) or Option 2 for a high school diploma.

OR

- Complete all stated requirements in Option 3 for the California High School Proficiency Exam (CHSPE) or Option 4 for the HiSET™.

AND

- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Graduation Requirements Form.
- Attend all graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

Student Success Programs

STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY

Board Policy #:3390

Student Freedom of Speech/Expression

Approved: February 9, 2011

Amended: February 22, 2018; February 17, 2021

The Board of Directors of Student Success Programs, Inc. hereby adopts this Student Freedom of Speech/Expression Policy to apply to Audeo Charter School ~~and~~, The Charter School of San Diego ~~and Laurel Preparatory Academy~~, all hereafter collectively referred to as “Charter School.”

The Charter School respects students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, ~~their clothing, and the~~ printed materials ~~they choose to post~~, including the right of expression in official publications, and/or ~~distribute~~ the wearing of buttons, badges and other insignia.

Definitions

1. “Obscenity”: when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. “Defamation”: Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. “Discriminatory Material”: material that demeans a person or group because of the person/group’s disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. “Harassment (including sexual harassment), Intimidation and/or Bullying”: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students

that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "Fighting Words": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. "Vulgarity and/or Profanity": the continual use of curse words by a student, even after warning.
7. "Violating Privacy": publicizing or distributing confidential or private material without permission.

On-Resource Center Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. ~~Expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on resource center premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the Charter School.~~ Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above.

A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The

Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

2. Distribution, free or for a fee, may take place at any time providing before school, after school, and/or during lunch provided there is no substantial disruption in the ~~resource center activities~~ school programs (as determined by the Executive Director, ~~including but not~~). Distribution may not limited to tutoring and group study)-occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study.

B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of ~~the~~ official school ~~publication~~ publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this ~~section~~ Policy. However, it shall be the responsibility of the journalism staff adviser ~~or advisers(s)~~ of pupil student publications to supervise the production of the pupil student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this ~~section~~ Policy.¹ The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it ~~violate this policy. Charter School violates this Policy. Charter School~~ officials shall have the burden of showing justification without undue delay prior to a limitation of ~~pupil expression under this section~~ student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Executive Director.

B-C. Buttons, Badges, and Other Insignia of Symbolic Expression

¹ "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

~~C.D.~~ Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials ~~on~~ in resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

~~D.E.~~ Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. ~~Demonstrations that incite pupils~~ students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt ~~of~~ the orderly operation of the ~~school's resource center(s)~~ school are prohibited.

No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

~~Enforcement~~

- ~~1. The School Coordinator or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.~~
- ~~2. Any student may appeal the decision of the School Coordinator or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five school days from the time the unsatisfactory decision was rendered.~~
- ~~3. The Charter School does not have a student government due to the nature and size of the school. However, the Charter School administrator may work with interested students in the development of these procedures. Student responsibilities shall be emphasized.~~
- ~~4. Students who~~ No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a

missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school ~~events~~~~assemblies~~, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

Off-CampusCampus Site Expression

Off-~~campus~~site student expression, including but not limited to student expression on ~~off-campus~~ internet web sites ~~not accessed from the resource centers~~, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program. The Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program.

Enforcement

1. Upon learning that students are considering actions in the areas covered by this Policy ~~should~~they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
52. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by ~~pupils~~students upon the resource center premises.
63. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a ~~pupil~~student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of ~~the-campus~~ a resource center, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint ~~withthrough following~~ by contacting the Charter School's ~~General Complaint Policies and Procedures~~ Executive Director.

Student Success Programs

STUDENT USE OF TECHNOLOGY POLICY

Board Policy #: 5060 ~~STUDENT USE OF TECHNOLOGY~~

Approved: September 10, 1997

Amended: December 11, 2017; ~~INSERT~~ February 17, 2021

The Board of Directors of Student Success Programs, ~~the~~ hereby adopts this Student Use of Technology Policy to apply to Audeo Charter School ~~(H)~~ and The Charter School of San Diego ~~and Laurel Preparatory Academy~~, all hereafter collectively referred to as “Charter School”.

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. —The Charter School offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. —The Charter School Governing Board intends that technological resources provided by the ~~school~~ Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Educational Purpose

Definitions

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

“**Educational purpose**” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

“**Inappropriate use**” means a use that is inconsistent with an educational purpose or that is in clear violation of this ~~P~~policy and the Acceptable Use Agreement.

Notice and Acceptable Use Agreement

The Charter School shall notify students and parents/guardians about authorized uses of ~~school~~ Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter ~~School's~~School's technological resources, the student and ~~his/her~~the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and ~~his/her~~the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. —They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. —While the Charter School is able ~~to~~ exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. —~~Faculty and/or~~ Staff shall supervise~~monitor~~ students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center~~ampus~~ and may have ~~resource center associate, certificated teacher resource~~certificated teacher resource~~aides, student aides~~, and volunteers assist in this supervision~~monitoring~~. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.¹ Students are expected to follow safe practices when using Charter School technology.

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 pupil or group of pupils,

Charter School advises students:

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

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by

directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

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

As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- o A message, text, sound, video, or image.
- o A post on a social network Internet Web site, including, but not limited to:
 - Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "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.
 - Creating a false profile for the purpose of having one or more of the effects of bullying. A "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.
- o An act of cyber sexual bullying. The term "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 of bullying. 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. The term "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.

means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. -To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. -All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of ~~school~~Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

ACCEPTABLE USE AGREEMENT

The Charter School- Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of ~~school~~Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

- ~~1.~~ **Security.** Students shall not impair the security of Charter School technology resources.
1. ~~Students are expected to:~~
 - a. ~~a.~~ Safeguard ~~-all -personal -passwords. -Students -should -not -share -passwords~~ with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. ~~b.~~ Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. ~~2.~~ **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. ~~3.~~ **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. —They also agree to indemnify and hold harmless the Charter School~~—and,~~ Charter School personnel~~staff,~~ employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. ~~4.~~ **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for

educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate ~~school~~Charter School policy or local law. These include but are not limited to:

- a. ~~a.~~—Playing games or online gaming.
 - b. ~~b.~~—Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. ~~c.~~—Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
 - d. ~~d.~~—Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e. ~~e.~~—Conducting any activity that is in violation of ~~school~~Charter School policy, the student code of conduct or local, state or federal law.
 - f. ~~f.~~—Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g. ~~g. Participating in political activities.~~ ~~h.~~—Conducting for-profit business.
 - h. ~~i.~~—Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School’s network.
 - i. ~~j.~~—Using any software or proxy service to obscure either the student’s IP address or the sites that the student visits.
 - j. ~~k.~~—Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - k. ~~l.~~—Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. ~~5.~~ **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. ~~6.~~ **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School’s network or intentionally damage any Charter School technology resources.

7. ~~7.~~ **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. ~~8.~~ **Consequences of Inappropriate Use.** —Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the

8. Student Code of Conduct and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. —This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount 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 or the property has been returned. 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, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

As a user of ~~the~~ Charter School technologies, I have read Student Use of Technology Policy and ~~herby~~hereby agree to comply with it and the Acceptable Use Agreement.

Student Name (please print): _____

Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____ Date: _____

For School Employees Only_____

I have read, understand and agree to abide by the Student Use of Technology Policy and the Acceptable Use Agreement. –I understand that the ~~schools~~Charter School's policies, procedures, rules, and regulations which apply to students also apply to me as an adult user of the ~~schools~~Charter School's technology, in addition to any separate policies governing employee use of technology.

Employee Signature: _____

Employee Name (Please Print) _____

Student Success Programs

ADMINISTRATION OF MEDICATION POLICY

Board Policy #: ~~POLICY 5090~~

~~ADMINISTRATION OF MEDICATION~~

Approved: February 22, 2018

Amended: ~~INSERT~~ February 17, 2021

The Board of Directors of Student Success Programs, Inc. hereby adopts this **amended** Administration of Medication Policy to apply to Audeo Charter School ~~(H)~~ and; The Charter School of San Diego, ~~and Laurel Preparatory Academy~~, ~~all~~ hereafter collectively referred to as “Charter School.”

Charter School staff is responsible for overseeing the administration of prescribed and over-the-counter medication to students 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. ~~regular school hours, including, field trips, co-curricular activities, and camps or other activities that typically involve at least one overnight stay from home. 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.~~

Definitions

- “Authorized health care provider” means an individual who is licensed by the State of California to prescribe medication.
- “School nurse” means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- “Other designated Charter School personnel” means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.
- “Medication” includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies.
- “Regular school day” includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

~~Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician and surgeon, or ordered for him or her by a physician assistant practicing in compliance with Chapter 7/7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, may be assisted by the school nurse or designated school personnel or may carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication if the school receives the appropriate written statements as follows:~~

Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication

~~Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine (“EpiPen”) or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if Charter School receives both the appropriate written statements as follows:~~

~~In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication, the school shall obtain both~~

- ~~1. a~~ A written statement from the ~~physician and surgeon or physician assistant~~ authorized healthcare provider (1) detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and (2) confirming that the pupil is able to self-administer ~~auto-injectable epinephrine~~ EpiPen or inhaled asthma medication, and
- ~~1.2~~ a written statement from the parent, foster parent, or guardian of the ~~pupil-student (1)~~ consenting to the self-administration, (2) providing a release for the school nurse or designated school personnel to consult with the health care provider of the ~~pupil-student~~ regarding any questions that may arise with regard to the medication, and (3) releasing the ~~school-Charter School~~ and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

~~These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.~~

~~A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.~~

~~Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student’s medical professional.~~

Staff Training and Emergency Response

~~Additional information about staff trainings and the Charter School’s response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.~~

A. Response to Anaphylactic Reaction

~~Additionally, the~~The school nurse or trained personnel who have volunteered may use ~~epinephrine auto-injectors~~EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. ~~The school~~Charter School will ensure it has the appropriate type of ~~epinephrine auto-injector~~EpiPen on site (i.e., regular or junior) to meet the needs of its ~~pupils~~students. The school will ensure staff properly store, maintain, and restock the ~~epinephrine auto-injectors~~EpiPen as needed.

The Charter School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of ~~epinephrine auto-injectors~~an EpiPen ~~based on the standards developed by the Superintendent of Public Instruction.~~

The ~~school~~Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and licensed health care provider.

A Charter School employee shall notify the Executive Director if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent or guardian of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and

to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

Administration of Medication

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a pupil to be assisted by the school nurse or other designated ~~Charter School school~~ personnel in administering medication ~~other than emergency epinephrine auto-injectors or inhaled asthma medications, the school~~ Charter School shall obtain both:

1. a written statement from the ~~physician and surgeon or physician assistant~~ student's health care provider detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and
- ~~1.2.a~~ A written statement from the parent, foster parent, or guardian of the ~~pupil-student~~ indicating the desire that the ~~school~~ Charter School assist the ~~pupil-student~~ in the matters set forth in the statement of the ~~physician and surgeon or physician assistant~~ authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Storage and Record Keeping

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
 - a. Student's name.
 - b. Name of medication the student is required to take.
 - c. Dose of medication.
 - d. Method by which the student is required to take the medication.
 - e. Time the medication is to be taken during the regular school day.
 - f. Date(s) on which the student is required to take the medication.
 - g. Authorized health care provider's name and contact information.

- h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.
- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

Guidelines:

- ~~The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.~~
- ~~Medication shall be administered only during school hours if determined by a physician to be necessary.~~
- ~~Designated staff shall keep records of medication administered at the school.~~
- ~~All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.~~
- ~~Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.~~
- ~~Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes).~~
- ~~The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.~~
- ~~A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.~~
- ~~Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the pupil's medical professional.~~

STUDENT SUCCESS PROGRAMS

TRANSPORTATION SAFETY PLAN

Because Audeo Charter School and The Charter School of San Diego (“CHARTER SCHOOL” or the “Charter School”) provides transportation to CHARTER SCHOOL activity, the Board of Directors (“Board”) approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

Definitions

- “*School bus*” is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. “School bus” does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

“*School activity bus*” is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- “*Private passenger vehicle*” is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

Determining Whether a Student Requires an Escort

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers’ direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus **ONLY** at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
 - a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
 - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
 - c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are left aboard. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

Instruction for Students who were not Previously Transported in a School Bus

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
 - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
 - b. Students are not to play in or be in the street or private property.
 - c. Students shall be on the proper side of the street before the bus arrives at the bus stop.

- d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
 - e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
 - f. Students should not approach the bus until it comes to a complete stop at the stop;
 - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
 - h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
 - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
 - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
- 3. Red light crossing instructions, consistent with this Plan.
 - 4. School bus danger zone(s).
 - 5. Walking to and from school bus stops.

Instruction for all Students Prior to Departure on School Trip

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

- 1. Location of emergency exits; and
- 2. Use of emergency equipment.
 - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
- 3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
 - a. Proper fastening and release of the passenger restraint system;
 - b. Acceptable placement of passenger restraint systems on students;
 - c. Times when the passenger restraint systems should be fastened and released; and
 - d. Acceptable placement of the passenger restraint systems when not in use.

Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
2. A copy of their Driver's License and Vehicle Registration.
3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher/coach should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

Holidays and School Breaks

Independence Day (observed) July 3, 2020

Labor Day September 7, 2020

Veterans Day November 11, 2020

Thanksgiving Holiday November 26-27, 2020

Winter Break December 21, 2020 – January 1, 2021

Martin Luther King, Jr. Day January 18, 2021

Presidents' Day Holiday February 12 – 15, 2021

Spring Break March 29 – April 2, 2021

Memorial Day May 31, 2021



In order to comply with United States Department of Education Office for Civil Rights (OCR) requirements for career and technical education programs, school districts must have in place basic procedures regarding federal statutes and implementing OCR regulations, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, as well as Vocational Education Guidelines for Eliminating Discrimination and Denial of Service on the basis of race, color, national origin, sex, handicap, potential parental, family, or marital status or the exclusion of any person because of pregnancy or related conditions, age, creed, religion, marital status, ancestry, health condition or sexual orientation. These basic procedures include an annual public notice, continuous notification, designation of a person(s) to coordinate activities under Title IX, Section 504, and Title II and a grievance procedure that will allow students and parents an avenue for dealing with alleged discrimination. Also, all educational programs and activities under the jurisdiction of the State Board of Education receiving or benefiting from state or federal financial assistance shall be available to all qualified persons without regard to sex, sexual orientation, gender, ethnic group identification, race ancestry, national origin, religion, color, or mental or physical disability pursuant to the California Code of Regulations, Title 5, Chapter 5.3, section 4900 et seq.

Con el fin de cumplir con los requisitos para carreras y programas pedagógicos de la Oficina de derechos civiles (OCR, por sus siglas en inglés) del Departamento educativo de Estados Unidos, los distritos escolares deben contar con procedimientos básicos sobre estatutos federales e implementación de regulaciones OCR, Título VI de la Ley

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de derechos civiles de 1964, Título IX de las Enmiendas pedagógicas de 1972, Sección 504 de la Ley de rehabilitación de 1973 y el Título II de la Ley para norteamericanos con discapacidades de 1990; así como, los Lineamientos para eliminar la discriminación y negación de servicios con base en raza, color, origen nacional, sexo, discapacidad, potencial paternal, familiar, o estado civil o la exclusión de cualquier persona a causa de embarazo o condiciones relacionadas, edad, credo, religión, estado civil, ascendencia, estado de salud o orientación sexual. Estos procedimientos básicos incluyen un aviso anual, continuas notificaciones, designación de una persona(s) para coordinar actividades bajo el Título IX, Sección 504 y Título II y un procedimiento de quejas que brindará a alumnos y padres una manera de tratar con presunta discriminación. También, todos los programas y actividades pedagógicos bajo la jurisdicción de Secretaría de educación pública o que se beneficien de ayuda financiera estatal o federal deberán estar disponibles para todas las personas calificadas sin importar sexo, orientación sexual, género, grupo de identificación étnica, raza de ascendencia, origen nacional, religión, color o discapacidad mental o física de acuerdo al Código de regulaciones de California, Título 5, Capítulo 5.3, sección 4900 y ss.

Welcome to **Audeo Charter School** *Transforming Lives*

You are enrolled in one of the best charter schools in California. Audeo Charter School ("AUDEO," the "School," or the "Charter School") has been repeatedly recognized for its quality instructional program and strong operational performance.

Here at CSSDAUDEO, we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at CSSDAUDEO. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

CSSDAUDEO is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

Official School Correspondence

All correspondence for the school and its staff should be mailed to:
10170 Huennekens Street
San Diego, CA 92121

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About Our School

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Audeo Charter School is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a high quality staff in a safe and supportive environment. As a charter school, CSSD AUDEO is a the school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. AUDEO was founded in 2001 and serves students in grades K-12.

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Core Competency: Transforming Lives

Mission - Why We Exist

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

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Vision - What We Strive to Be

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- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

Values - How We Do Our Work

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Audeo Charter School.

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Instructional Program

Our school is accredited by the Western Association of Schools and Colleges ("WASC"). At The Charter School of San Diego AUDEQ, students receive a rigorous California Common Core standards-based curriculum based on the California Common Core standards. We provide University of California ("UC") approved courses for those students planning to attend a UC or California State University ("CSU") school after the completion of high school. Additionally, we offer National Collegiate Athletics Association ("NCAA") - approved courses for students who are interested in pursuing NCAA athletic scholarships. Our "university model" is an excellent preparation for future studies.

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The primary method of instruction is independent study that is supplemented with in-person participation at one of our Resource Centers. Each AUDEQ Resource Center location provides a professional, quiet environment for one-on-one learning with a credentialed teacher who is available on-demand. Resource Centers are located at major retail centers or office buildings throughout San Diego and several include work-study employment opportunities. Guest speaker events, tutoring, and field trips are also available. These activities are a required part of the curriculum ~~required~~ and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of

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instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

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Upon enrollment, a credentialed "On-Demand" teacher is assigned to each student who, in collaboration with the student and parents, assesses the student's current needs and goals and creates a plan for rapid advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied, and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

CSSDAUDEQ recently added a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

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CSSDAUDEQ serves a wide geographic region and diverse student population. Students may choose to stay at CSSDAUDEQ to complete the requirements for their high school diploma, the California High School Proficiency Exam (CHSPE), the HiSET or return to their resident school.

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Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

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CSSDAUDEQ students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards. Unlike traditional schools where attendance is accumulated by being physically present in a classroom, CSSDAUDEQ measures attendance by completion of a work product.

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The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, CSSDAUDEQ has many partnerships and alliances to provide community resources for students and their families.

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Home/School Partnership

The most important relationship we build is the one between the teacher, student, and the student's family. ~~CSSD~~~~AUDEO~~ encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of ~~high quality~~~~high-quality~~ work according to scheduled dates, and attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

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Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. ~~These opportunities include such as~~ Open House nights, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

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Parent Involvement 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.

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Title I Parent Involvement Policy (Full Board Policy)

Board Policy #:1400

Approved: September 7, 1995

Amended: May 14, 2008, February 22, 2008, February 22, 2018, February 17, 2021

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The Board of Directors of Student Success Programs, Inc. hereby adopts this Title 1 Parent Involvement Policy to apply to Audeo Charter School and Charter School of San Diego, hereafter collectively referred to as "Charter School."

The Governing Board recognizes the parents/guardians are their children's first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Executive Director or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home.

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Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Each year the Executive Director or designee shall identify objectives of the school's parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children's achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

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These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements.

Charter School Expectations and Objectives

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
 - Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.
2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - Parent have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent

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Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.

3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.

- Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.

4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.

- Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents input and feedback is sought after and deemed essential by the school for improvements in academic results.

5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

- The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.

6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.

- Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the school provides several Parent Involvement presentations throughout the year through Altus University.

7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.

- Staff is in constant communication with parents to review all involvement opportunity and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic

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outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.

8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.

- Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.

9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.

- All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.

Involvement of Parents in the Title I Program

To involve parents in the Title I program, the following practices have been established:

- Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.
- Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.
- Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.*
 - The Title 1 Parent Information Meeting is held prior to Open House Events.
 - The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
 - Parents are invited to participate in School Site Council Meetings to discuss Title 1 Policies.
- Provide parents of Title I students with timely information about Title I programs.
 - Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.

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- The Title 1 Parent Meeting is held in the fall of each school year.

5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

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- Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.
- School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.
- Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.

6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

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- Parents receive monthly Resource Center calendars detailing parent involvement opportunities.
- Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.
- Parent emails and contacts are responded to in 24 business hours.
- An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

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*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

Home-School Compact

The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center

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activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

Building Capacity for Involvement

The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
 - Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.
2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
 - Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPOELL).
 - Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.
 - Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.
3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
 - Parent engagement is a focus of the annual needs assessment.
 - Parental involvement is a key feature of the teacher training program.
4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.
 - Parent courses are offered through Altus University on specific topics that parents have requested.
 - English Learner Advisory Committee Meetings

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- Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.

5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.
- Provide translation services in other languages, as requested, on important school information.

6. Provide support for parental involvement activities requested by Title I parents.

- Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

Accessibility

Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

A copy of the Charter School's complete Policy is available on the website.

Attendance, Lessons, and Course Credits

Unlike traditional schools where attendance is measured by being physically present in a classroom, AUDEO measures attendance by completion of a work product, a student's average daily attendance ("ADA") academic days of attendance (ADA) is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at ~~CSSD~~AUDEO, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

A complete copy of AUDEO's Independent Study Policy is available on the school website.

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Year-round School Year

CSDBAUDEQ has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on your **S**school's website.)

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Student Assessments

Students at **CSDBAUDEQ** are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency **AssesmentsAssessments** for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our **CSDBAUDEQ** program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

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CSDBAUDEQ staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

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If you have any questions about testing and/or a specific test you may contact ~~the~~ your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("**CDE**") website at <http://www.cde.ca.gov/statetests/-/ta/tg>.

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California Assessment of Student Performance and Progress ("CAASPP")

The School shall annually administer required state testing to the applicable grades (e.g., the **California Assessment of Student Performance and ProgressCAASPP**). ~~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.~~

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Assessments		Subject(s)	Grade Level(s)	Approximate Dates
NWEA Measures of Academic Progress (MAP)		Reading, Language Usage, Mathematics	6-11	Sept.-Oct. & March-April
English Language Proficiency AssesmentsAssessments for California (ELPAC)		English Language-Reading, Writing, Listening and Speaking	6-12 English Learners	February-March
Physical Fitness Test (PFT)		Physical Fitness Evaluation	7, 9	February
California Assessment of Student Performance & Progress (CAASP)	Smarter Balanced	English Language Arts, Mathematics	6-8, 11	May-June
	California Standards Tests (CST)/California Modified Assessment (CMA)	Science	8, 10	May-June

CSSDAUDEO High School Graduation Options

The Charter School of San DiegoAUDEO provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at CSSDAUDEO is dedicated to offering many opportunities for students to succeed. CSSDAUDEO offers three options for graduation:

- 1. Option 1 High School Diploma
- 2. Option 2 High School Diploma
- 3. HiSET Option

Option 1 High School Diploma

Students graduating with an Option 1 High School Diploma from CSSDAUDEO must complete 42 Semester Credits in grades 9-12. CSSDAUDEO's graduation requirements may fulfill the University of California (UC)UC and California State University (CSU)CSU admissions requirements. Items that have an asterisk (*) are the courses that UC or CSU-bound students should take.

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CSSDAUDEO High School Graduation Course Requirements

English (8 semester credits)

Mathematics (6 semester credits)

4 credits - English 1-4* 2 credits - American Literature* or Honors American Literature* 2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition* *4 years required		2 credits - Algebra or Integrated Math 1 2 credits - Geometry or Integrated Math 2 2 credits - Intermediate Algebra* or Integrated Math 3 2 credits - Pre-calculus* or Honors Pre-calculus 2 credits - Statistics* *3 years required, 4 years recommended
Science (4 semester credits)		History-Social Science (6 semester credits)
2 credits - Physical Science (Earth Science, Physics*, Chemistry*, or Honors Chemistry*) 2 credits - Life Science (Biology*) *2 years required, 3 years recommended		2 credits - World History*, Geography & Economics* 2 credits - US History* or Honors US History* 1 credit - Government* 1 credit - Economics 2 credits - AP Human Geography (elective)
General Electives (9 semester credits)	Physical Education (4 semester credits)	Pathways Portfolio (1 semester credit)
Students have the option of choosing from a wide range of general elective options. UC/CSU: 2 credits - Approved electives in the same area	All students will complete 4 semester credits of Physical Education.	All students must present a senior portfolio (met through the Pathways Exhibition course).
World Language OR Visual/ Performing Arts (2 semester credits)		
Option A: 2 credits - World Language (both semesters must be the same language)	Option B: 2 credits - Visual/Performing Arts	UC/CSU Option: 4 credits - World Language (all semesters must be the same language; 2 years required, 3 years recommended) 2 credits - Visual/Performing Arts (both semesters need to be the same course)
CTE/Service Learning/WEE (2 semester credits)		
Option A: 2 credits - CTE (Career Technical Education)	Option B: 2 credits - Service Learning (120 hours total of community service)	Option C: 2 credits - Work Experience Education (240 hours of paid employment)
Grade Point Average (GPA)		
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.		
*Courses required for UC/CSU Admissions. Students planning on applying to a UC or CSU can request a meeting with a college counselor to develop a course plan.		

Option 2 High School Diploma

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least 26 credits in the required courses and a minimum 2.0 GPA in those courses designated for the state of California Option 2 diploma.

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Eligibility Criteria

The eligible student is at least 17 and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the **CSSDAUDEQ** Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

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Admission Requirements and Process

- Student must be enrolled at a **CSSDAUDEQ** school and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the **CSSDAUDEQ** Option 2 Committee, outlining why this option best meets the needs of this student.
- **CSSDAUDEQ** Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the **S**school counselor develops a new course plan.

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Additional requirements include:

- Senior Exhibition
- One year of **Career Technical Education**, service learning, or work experience education

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HiSet Option

The new HiSet, one of the new state approved High School Equivalency Exams, is included as an option for students to finish their secondary education with "Completer" status. **CSSDAUDEQ** students will be able to take the HiSET on-site at a **CSSDAUDEQ** resource center, exclusively open to **CSSDAUDEQ** students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

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Option 2 Graduation Course Requirements

English (6 semester credits)		Mathematics (4 semester credits)	
English 1,2 or higher		Including Algebra 1, 2 OR Integrated Math 1, 2 or higher	
Science (4 semester credits)		History - Social Science (6 semester credits)	
Including Biology 1, 2, and one year of a physical science		World History Geography & Economics 1, 2 US History 1, 2 Government 1 Economics 1	
General Electives (1 semester credit)		Pathways Portfolio (1 semester credit)	Physical Education (4 semester credits)
Recommended courses from our current General Electives list		All students must present a senior portfolio (met through the Pathways Exhibition course).	All students will complete 4 semester credits of Physical Education.
World Languages and Visual/Performing Arts (2 semester credits)			
Option A: 2 credits - World Language (both semesters must be the same language)		Option B: 2 credits - Visual/Performing Arts	
CTE/Service Learning/WEE (2 semester credits)			
Option A: 2 credits - CTE (Career Technical Education)		Option B: 2 credits - Service Learning (120 hours total of community service)	Option C: Work Experience Education (240 hours of paid employment)
Grade Point Average (GPA)			
Students must have a minimum GPA of 2.0 in the required courses for Option 2.			

College Admission Requirements

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At ~~CSSDAUDEO~~, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, ~~California State Universities~~ (CSU), and ~~University of California~~ (UC) are listed in the table below.

For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher ~~as needed~~) and/or visit the following websites:

www.actstudent.org, or www.collegeboard.org

Elements	Community College	California State University (CSU)	University of California (UC)
High School Education	Diploma, GED, or CHSPE	Diploma <i>(including UC/CSU-approved coursework)</i>	Diploma <i>(including UC/CSU-approved coursework)</i>
GPA	Any	Calculated from UC a-g list courses taken after 9th grade	Calculated from UC a-g list courses taken after 9th grade
Entrance Exams	No entrance exam; assessments for course placement	ACT or SAT Reasoning Test with Reading & Math	ACT Assessment plus Writing OR SAT Reasoning Test with Critical Reading, Math & Writing

NCAA Eligibility

The NCAA Eligibility Center has launched a new website at ncaa.org/student-athletes/future to help high school student-athletes successfully transition to college. The enhanced online content gives student-athletes and counselors a broad look at the initial eligibility process and detailed information about common eligibility situations.

The new content is part of the NCAA Eligibility Center's continuing response to customer requests for key pieces of information student-athletes should know as they consider college. Student-athletes are guided through current and upcoming initial eligibility requirements, recruiting guidelines, and timelines for staying on track in high school. Additional webpages address initial eligibility situations unique to international, home-school and non-traditional students.

A wide range of frequently-asked questions addressing issues from academic and amateurism eligibility to high school and core-course review are easily searchable and will be expanded in the future.

To ensure your student is taking the right courses for NCAA eligibility, please contact your student's teacher/counselor.

Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

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Grade Suppression

Students wishing to suppress a "D" or "F" grade earned from a ~~CSSDAUDEQ~~ - approved accredited school or district outside of ~~CSSDAUDEQ~~ must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

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Grade Validation

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be ~~assigned~~allowed for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from ~~CSSDAUDEQ~~.

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If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

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~~CSSDAUDEQ~~ will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, ~~a school in a country other than the United States,~~ and/or nonpublic, nonsectarian school or agency.

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College Course Credit

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

Graduating Class Year Determination

Students who satisfy graduation requirements by the end of July of the school year (i.e., 16-17, 17-18, etc.) will be designated graduates of the school year.

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Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

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Graduation Ceremony

Graduation is a special and dignified event. ~~CSSDAUDEQ~~ commencement ceremonies are typically held at the beginning of June. ~~Graduation is a privilege not a right.~~

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Students wishing to participate in a graduation ceremony from ~~CSSDAUDEQ~~ must complete the following requirements:

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- ~~Complete all stated requirements for a high school diploma, OR complete all stated requirements for the California High School Proficiency Exam ("CHSPE"), OR complete all requirements for and pass all portions of a High School Equivalency Test (General Education Development ("GED") or HiSET that has been approved by the State Board of Education and the CDE. Complete all stated requirements for a high school diploma, OR complete all stated requirements for the California High School Proficiency Exam (CHSPE), OR complete all requirements for and pass all portions of a High School Equivalency Test (GED, HiSET or TASC) that has been approved by the State Board of Education and the California Department of Education.~~

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- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend both gGraduation rRehearsals.
- Follow all graduation ceremony rules and regulations.

Graduation Ceremony Expectations

- The graduates must wear the designated cap and gown.
- Acceptable clothing: Gentlemen should wear a
 - Tops: white collared dress shirt with a tie, blouse.
 - Bottoms: dark slacks (not jeans), skirt, dress, pant-suit (no jeans) and dress shoes.
- Ladies should wear a nice dress, pant suit, or outfit with dress shoes.
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

Senior Exit Orientation

Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in a CSSDAUDEO June graduation ceremony.

Pathways: Education with a Purpose

Upon enrollment at AUDEO and with support from counselors and teachers, students focus on their future through various Pathways. Pathways is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support Pathways. These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships. From their entrance into CSSDAUDEO, with support from counselors and teachers, students focus on their future through various Pathways. Pathways is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on choice, including four-year colleges and universities, community college, military, and vocational studies.

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Students' choices are supported by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarships and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support Pathways such as career days, college days, military days, guest speakers, field trips, work experience, service learning and internships.

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Pathways/Naviance Family Connection

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

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Do What You Are: Learn about your personality strengths and gain insight into your educational and career needs.

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Learning Style Inventory: Learn what environment and methods make learning optimal for you.

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Career Interest Profiler: Complete a Career Interest Profiler and explore what careers appeal to you.

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Game Plan: Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

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College Search/Lookup: Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

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Test Scores: Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

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MI Advantage: Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

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Scholarships: Use several scholarship tools, such as searches, matches, lists, national college searches, and scholarship applications.

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Resume: Use the resume tool to create your own resume.

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Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

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English Learners

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The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners 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 English Learners and the rights of students and parents.

Involuntary Removal Process

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

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

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

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Enrollment, Student, & Health Services

Resource Center Transfer Requests

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

Enrollment/Transfer Process

Students who choose to discontinue enrollment at CSDBAUDEQ may attend other dDistrict schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet CSDBAUDEQ attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional required postings and information can be found at https://www.audeocharterschool.net/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form_SDUSD.pdf.

Transcripts and Records Requests

Transcripts and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the Sschool's website, <https://www.audeocharterschool.net/request-transcripts/>.

Attendance Verification

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/ guardian signatures are required before these verifications can be provided Please

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allow at least one week lead time.

~~Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should coordinate with their teachers. Parent/guardian signatures are required. These documents often require research into student records and a signature of a school official. Please allow at least one week lead time.~~

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Work Permits

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- ~~Currently meeting AUDEQ attendance requirements~~
- ~~14 years or older~~
- ~~Parent and teacher approval~~

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Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

Health Program

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse ~~ensures to~~may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and ~~information regarding~~ community ~~health~~ resources.

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Health Screenings

~~Students are screened for vision, hearing and scoliosis.~~ State-mandated assessments will be provided for the indicated grade levels: 8th and 10th or 11th grade hearing screening and 8th grade vision screening. A wellness screening is also provided for 9th graders: vision screening, blood pressure, nutrition assessment, height, weight, and body mass index. New students and students referred by parents, student or school staff will be assessed as indicated.

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Note: A student needs a written parent request to be excused from health assessment screenings. ~~A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director of the school in which the child is enrolled 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.~~

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~~

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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_EnrollGetCareRenew_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.

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Health Curriculum and Sexual Health Education

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making is incorporated into the curriculum.

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The Charter School offers comprehensive sexual health education to its students in grades 7-12. 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 in 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.

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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 6-12. A parent or guardian has the right to excuse their child from the test, questionnaire,

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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.

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer-pressure resistant skills, problem-solving and decision-making is incorporated into the curriculum. Parents may request to preview instructional and audiovisual materials dealing with human reproduction and sexuality and the state law pertaining to HIV/AIDS and sex education.

Immunizations and Control of Communicable Disease

California law requires proof of an immunization record from the parent or guardian indicating the student has met all the immunization requirements prior to admission to our 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 attend school 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 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 Charter School.

These required immunizations include:

Entering Kindergarten:

1. Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses
2. Measles, Mumps, and Rubella (MMR) - Two (2) doses
3. Hepatitis B (Hep B) - Three (3) doses
4. Varicella (chickenpox) – Two (2) doses

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

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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.

Entering 7th Grade

1. Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose
2. Varicella (chickenpox) - Two (2) doses

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 diphtheria, tetanus, and pertussis), **in addition to the 7th grade requirements for Tdap and varicella** (varicella requirement for seventh grade advancement expires after June 30, 2025). **At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.**

Effective January 2016, Senate Bill 277 eliminated the option of personal belief exemptions for students in public and private schools. Students enrolled in home-based private schools and independent study program who do not receive classroom-based instruction will still need to provide immunization records to their schools before entry. All schools will still need to report to the California Department of Public Health ("CDPH")/Division of Communicable Disease Control the immunization status of all students in kindergarten and 7th grade.

AUDEO shall cooperate with the CDPH to prevent and control communicable disease in students. Whenever there is good reason to believe a student has a contagious disease, the parent will be contacted and the student will be sent home. The student may return when well and/or released by a physician.

Immunization laws currently in effect may be found at <http://www.shotsforschool.org/laws/>.

A complete copy of AUDEO's Immunizations Policy is available on the school website.

Diabetes

AUDEO provides 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 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. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Effective January 2016, Senate Bill 277 will eliminate the option of personal belief exemptions for students in public and private schools. Students enrolled in home-based private schools and independent study program who do not receive classroom-based instruction will still need to provide immunization records to their schools before entry. All public and private schools will still need to

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report to the California Department of Public Health (CDPH)/Division of Communicable Disease Control the immunization status of all students in kindergarten and 7th grade.

We are required to cooperate with the Department of Public Health to prevent and control communicable disease in students. Whenever there is good reason to believe a student has a contagious disease, the parent will be contacted and the student will be sent home. The student may return when well and/or released by a physician.

Immunization laws currently in effect may be found at <http://www.shotsforschool.org/laws/>.

Administration of Medications Policy

AUDEO staff is responsible for overseeing the administration of medication to students attending AUDEO 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.

A signed physician's order and written parent permission must be on file for each individual student before licensed school personnel can administer over-the-counter or prescription medication to the student during the school day. Parents should notify school staff of any medications their student is taking on a continuing basis for health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

Administration of Medication Policy (Full Board Policy)

Administration Of Medication Policy

Board Policy #: 5090

Approved: February 22, 2018

Amended: February 17, 2021

The Board of Directors of Student Success Programs, Inc. hereby adopts this Administration of Medication Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as "Charter School."

Charter School staff is responsible for overseeing the administration of prescribed and over-the-counter medication to students 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.

Definitions

- "Authorized health care provider" means an individual who is licensed by the State of California to prescribe medication.
- "School nurse" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.

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- *"Other designated Charter School personnel"* means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.
- *"Medication"* includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies.
- *"Regular school day"* includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

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Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication

Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if Charter School receives both the appropriate written statements as follows:

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1. A written statement from the authorized healthcare provider (1) detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and (2) confirming that the pupil is able to self-administer an EpiPen or inhaled asthma medication, and
1. a written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

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These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student's medical professional.

Staff Training and Emergency Response

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Additional information about staff trainings and the Charter School's response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or trained personnel who have volunteered may use EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. The school will ensure staff properly store, maintain, and restock the EpiPen as needed.

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The Charter School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen.

The Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

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B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

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Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and licensed health care provider.

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A Charter School employee shall notify the Executive Director or designee if the employee administers glucagon pursuant to this Policy.

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All materials necessary to administer the glucagon shall be provided by the parent or guardian of the student.

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In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area

of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

Administration of Medication

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

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

1. A written statement from the student's health care provider detailing the name of the medication, method, amount, 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.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Storage and Record Keeping

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
 - a. Student's name.
 - b. Name of medication the student is required to take.
 - c. Dose of medication.
 - d. Method by which the student is required to take the medication.
 - e. Time the medication is to be taken during the regular school day.
 - f. Date(s) on which the student is required to take the medication.
 - g. Authorized health care provider's name and contact information.
 - h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

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- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

For more information on how to obtain and complete an Administration of Medications Form, or to review our complete Administration of Medications Policy, please see the school website.

Free and Reduced-Price Meals

Pursuant to California Law, 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 each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site/Resource Center, meeting space or other satellite facility operated by the Charter School.

Student Wellness Policy (Full Board Policy)

Board Policy #1930

Approved: February 22, 2018

Amended: February 17, 2021

The Board of Directors of Student Success Programs, Inc. hereby adopts this Wellness Policy to apply to Audeo Charter School (†) and The Charter School of San Diego and Laurel Preparatory Academy, all hereafter collectively referred to as "Charter School." Charter School adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. -This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. -Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. -In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. -Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. -Specifically, this Policy establishes goals and procedures to ensure that:

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- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after School; the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School faculty and staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits and.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found for Audeo Charter School at www.audeocharterschool.net and for The Charter School of San Diego at www.charterschool-sandiego.net.

Recordkeeping

The Charter School will retain records to document compliance with the requirements of this policy in the main office. –Documentation maintained in this location will include but will not be limited to:

- The written Policy;
- Documentation demonstrating that the Policy has been made available to the public;
- Documentation to demonstrate compliance with the annual public notification requirements; and community involvement requirements.
- Documentation of the triennial assessment of the Policy;
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

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Annual Notification of Policy

The Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. -The Charter School will make this information available via the Charter School website and/or Charter School-wide communications. -The Charter School will provide as much information as possible about the Charter School nutrition environment. -This will include a summary of Charter School's events or activities related to Policy implementation.

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Triennial Progress Assessments

At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

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- The extent to which the Charter School in compliance with this Policy;
- The extent to which the Charter School's policy Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

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The position/person responsible for managing the triennial assessment and contact information is:

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Special Education Coordinator
619-393-2270

▲ The Executive Director will monitor the Charter School's compliance with this Policy.

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The Charter School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

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Community Involvement, Outreach and Communications

The Charter School is committed to being responsive to community input, which begins with awareness of the wellness policy. The Charter School Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. -The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

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The Charter School will post the policy and use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as create print collateral non-electronic mechanisms, such as newsletters and flyers that will be sent home to parents and formal, presentations to parents,

or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community; and accomplished through means similar to other ways that the district and individual other local schools are communicating important School information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the wellness policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

II. Nutrition

Charter School Meals

The Charter School is committed to promoting healthy food choices. It currently provides adequate and nutritious meals and does not participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations;

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers.

Competitive Foods and Beverages

The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

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All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

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1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

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Fundraising

The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurred occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to students, parents and teachers a list of healthy –fundraising ideas.

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Nutrition Promotion

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

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- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

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Food and Beverage Marketing in Schools

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurred occurs, any foods and beverages marketed- or promoted to students at on the school Resource Centers during the hours of operations school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

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As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

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III. Physical Activity

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic

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activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

IV. Other Activities that Promote Student Wellness

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The Charter School will continue to develop and enhance its current efforts in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

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Professional Learning

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

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Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. 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.

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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 the instruction on the prevention of human trafficking. An opt-out form is available INSERT WHERE THIS FORM CAN BE LOCATED - WEBSITE REQUEST, FRONT OFFICE on the Student & Parent Handbook page of the Charter School's website for your convenience (<https://audeocharterschool.net/student-parent-handbook/>).

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Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

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

Mental Health Services

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 are available to your child:

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Available on Campus through the School:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at (858) 678-2020. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation.

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Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at (858) 678-2050 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the school nurse at (858) 678-2050.

Available in the Community:

- ~~INSERT INFORMATION ABOUT COMMUNITY RESOURCES~~
- ~~INSERT INFORMATION ABOUT COMMUNITY RESOURCES~~
- ~~INSERT INFORMATION ABOUT COMMUNITY RESOURCES~~ Please visit the Student Resources page on the school website to find mental health resources in your community.

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.

Mental Health Notice

Our school supports student mental health and wellness through a positive school culture and safe, supportive learning environments. Annually, an average of 99% of parents and 99% of students report feeling safe and supported at our school. Through professional development and trainings, teachers and staff are provided with the skills and tools needed to identify youth in crisis, intervene appropriately, and provide comprehensive support in partnership with families. Teachers and staff participate in Youth Mental Health First Aid (YMHFA), Trauma Informed Practices (TIPS), and Signs of Suicide (SOS) trainings. Our school provides direct mental health services to students that support social-emotional development and stability. Parent(s)/Guardian(s) may initiate access to available pupil mental health services at the school's Resource Center or through the school's community partners. If you or someone you care about is experiencing a suicidal or mental health crisis, please call the Access and Crisis Line at (888) 724-7240. Trained and experienced counselors are available 7 days a week, 24 hours a day to provide support, referrals, and crisis intervention. You can also call the Access and Crisis Line if you are concerned about someone, just need to talk, have questions about how to offer support, or if you are looking for information about community resources, mental health referrals, and alcohol and drug support services. If emergency medical care is needed, call 9-1-1 or go to the emergency room of the nearest hospital. More information about these mental health services are on the school website and mailed out annually to all families.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the

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health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student'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 student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

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

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

—Lynne H. Alipio
Chief Business Officer and CFO
Tim Tuter
—Executive Director
(858) 678-2048
jalipio@altusschools.net

A copy of the UCP is available on the school website. For further information on any part please contact the Executive Director.

No state laws allow the administration of any over-the-counter or prescribed medications by unlicensed school staff without a physician's order and written parent permission on file for each individual student. Parents should notify school staff of any medications their student is taking on a continuing basis for chronic health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

Other Services/Resources Available

CSDBAUDEO partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (858) 678-2020 (858) 678-2050, OR visit www.audeocharterschool.net.

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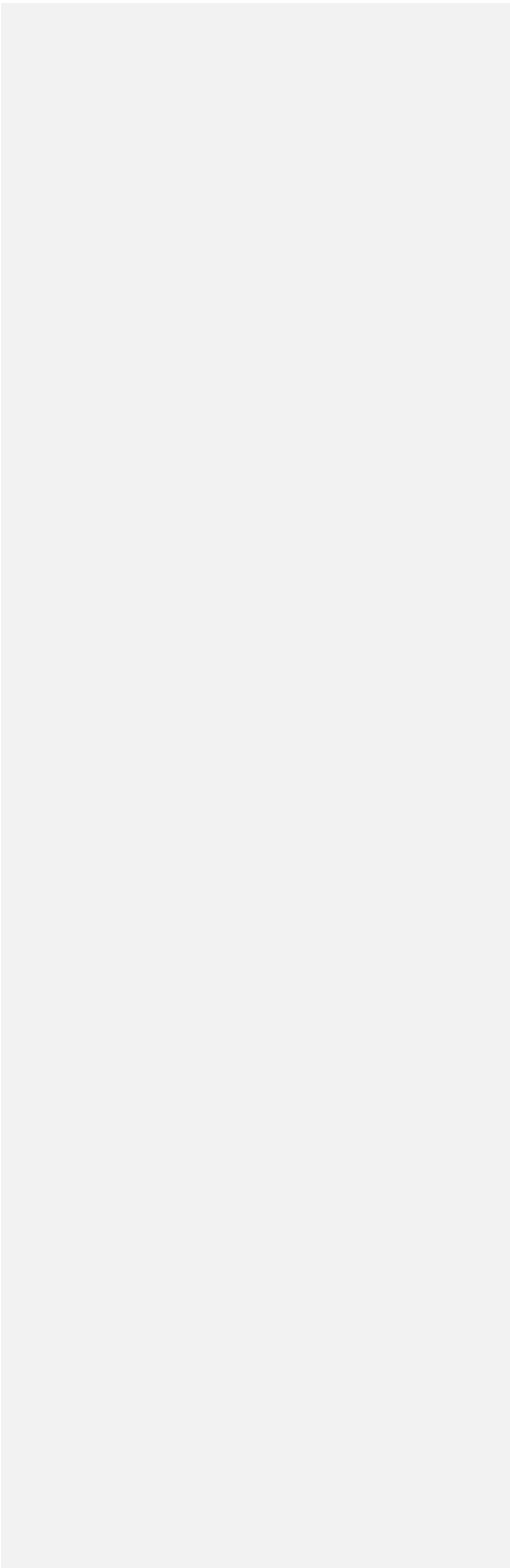
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Key School Policies

Student Responsibilities

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship and the Zero Tolerance Policies, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements ("put-downs").
- Respect the property of the sCharter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

Student Academic Integrity & Citizenship

At CSSDAUDEO, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

Internet/Student Use of Technology Policy and Acceptable Use Agreement

Technology and access to the Internet are part of the learning opportunities available at CSSDAUDEO. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the internet must be used productively to support academic progress. The School will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions on the internet. Students will be required to sign an Acceptable Use Agreement prior to being granted access to AUDEO technology.

Student Use of Technology Policy (Full Board Policy)

Board Policy #:5060

Approved: September 10, 1997

Amended: December 11, 2017; February 17, 2021

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The Board of Directors of Student Success Programs, Inc. hereby adopts this Student Use of Technology Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as "Charter School".

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New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. The Charter School offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Definitions

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

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Notice and Acceptable Use Agreement

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be

responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center and may have teacher, certificated teacher resource, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.[†]

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[†] "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 pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

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

As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
 - Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "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.
 - Creating a false profile for the purpose of having one or more of the effects of bullying. A "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.

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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 pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

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a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.

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b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

2) As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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a) A message, text, sound, video, or image.

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b) A post on a social network Internet Web site, including, but not limited to:

i) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).

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ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "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.

iii) Creating a false profile for the purpose of having one or more of the effects of bullying. A "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.

— An act of cyber sexual bullying. The term "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

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reasonably predicted to have one or more of the effects of bullying. 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. The term "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.

c)

Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

a. To never share passwords, personal data, or private photos online.

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2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

— To consider how it would feel receiving such comments before making comments about others online.

4.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

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All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

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Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

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Acceptable Use Agreement

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

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1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:

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- a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
- b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School

equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

4. Inappropriate Use. Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

- a. Playing games or online gaming.
- b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
- c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
- d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
- e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
- f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- g. Conducting for-profit business.
- h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
- i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
- j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
- k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. No Expectation of Privacy. Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of

Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. Disruptive Activity. Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

7. Unauthorized Networks. Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. Consequences of Inappropriate Use. Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

9. Technology Systems/Equipment Care. Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount 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 or the property has been returned. 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, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

Loitering Law

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any

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establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

Suspension and Expulsion Policy (Full Board Policy)

Board Policy #: 3300

Adopted/Ratified: March 11, 1998

Amended: May 13, 2009; September 14, 2017; February 17, 2021

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Audeo Charter School ("AUDEO" or "Charter School"). In creating this policy, AUDEO has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* AUDEO is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, 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 AUDEO's policy and procedures for student suspension, expulsion, and involuntary removal, 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. AUDEO 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 this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The AUDEO administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon 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 AUDEO 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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) 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/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 the student, the student’s parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student’s parent, guardian, or educational rights holder’s right to request a hearing to challenge the involuntary removal. If a student’s 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student’s independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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; or 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.

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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.

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e) Committed or attempted to commit robbery or extortion.

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f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

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g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

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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.

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i) Committed an obscene act or engaged in habitual profanity or vulgarity.

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j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

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k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

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l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or

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prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

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r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting 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.

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u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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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:

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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

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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,

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educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

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w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee's concurrence.

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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:

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

b) Brandished a knife at another person.

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c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

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d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

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

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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

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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 policy, 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.

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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.

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t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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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:

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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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their 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 policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 policy, "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 or other dangerous object of no reasonable use to the student 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 Executive Director 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 destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm 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 destructive 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 Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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.

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- 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 Executive Director or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or AUDEO employee who referred the student to the Executive Director or designee.

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The conference may be omitted if the Executive Director 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 AUDEO 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.

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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(c)(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 AUDEO 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(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If AUDEO 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.

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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 Executive Director or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be

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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 Executive Director 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.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(iii), 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 Charter School Board of Directors following a hearing before it or by the 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 (3) members who are certificated and neither a teacher of the pupil or a member of the 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 Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

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 the Family Educational Rights and Privacy Act "FERPA") unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the

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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 AUDEO'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 AUDEO 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

AUDEO 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 AUDEO 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. AUDEO 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

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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.

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7. If one or both of the support persons is also a witness, AUDEO must present evidence that the witness' presence is both desired by the witness and will be helpful to AUDEO. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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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.

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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.

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

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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.

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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.

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to his/her educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's 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 AUDEO.

The Executive Director 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.

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K. Disciplinary Records

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

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L. No Right to Appeal

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

M. 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. AUDEO 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.

N. Rehabilitation Plans

Students who are expelled from AUDEO shall be given a rehabilitation plan upon expulsion as developed by the Board 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 AUDEO for readmission.

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O. Readmission or Admission of Previously Expelled Student

The decision to readmit a pupil after the end of the student's expulsion term or to admit a previously expelled pupil from another school district or AUDEO who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director 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 Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student 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 AUDEO's capacity at the time the student seeks readmission or admission to the Charter School.

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P. Notice to Teachers

The Charter School shall notify teachers of each student 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.

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R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary

Removal of Students with Disabilities

1. Notification of SELPA

AUDEO 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 AUDEO or the SELPA would be deemed to have knowledge that the student had a disability.

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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.

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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, AUDEO, 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 AUDEO, 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 AUDEO, 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 AUDEO had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent/guardian and AUDEO agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or AUDEO, 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 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and AUDEO 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

AUDEO 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 Executive Director 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:

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- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- 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 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

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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 AUDEO’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if AUDEO had knowledge that the student was disabled before the behavior occurred.

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

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- 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 AUDEO supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child’s teacher, or other AUDEO personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other AUDEO supervisory personnel.

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

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

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Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to Resource Centers and to field trips/school-sponsored events. Parents/guardians will be notified and students will be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include, in part, the following:

- Pants sagging below the waist
- Beachwear/Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

A complete copy of the Dress Code Policy is available for review on the school website.

Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy **(Full Board Policy)**

Board Policy #: INSERT

Adopted: February 17, 2021

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The Governing Board of Student Success Programs hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as ("Charter School"). The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

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All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

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Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

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Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at

Charter School sponsored activities.

A complete copy of the Cell Phone/Electronics Policy is available for review on the school website.

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.

These devices must be kept out of sight and turned off during the instructional program. Students are not allowed to step outside of the facility to use their cell phones during scheduled Resource Center hours. This includes making or accepting phone calls. During Resource Center hours phone calls should be limited to arranging for transportation or possible unexpected emergencies. If a student needs to contact their parent/guardian or the parent/guardian needs to contact the student it should be done through the student's teacher. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of device by teachers. Devices will be returned at the end of the day to the student/parent. Repeated unauthorized use of such devices may lead to disciplinary action.

Parents' Responsibilities

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

Parents' Role in Discipline and Behavior

Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her/your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

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Emergency Procedures and School Safety Plan

CSSDAUDEO Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers in general and especially in emergency situation.

If you have questions about our emergency preparedness program, please contact your teacher.

CSSDAUDEO defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of the AUDEO Comprehensive School Safety Plan is available on the school website and at each Resource Center.

School Bus and Passenger Safety

All students who are transported in a school bus school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan.

Transportation Safety Plan

Because Audeo Charter School and The Charter School of San Diego ("CHARTER SCHOOL" or the "Charter School") provides transportation to CHARTER SCHOOL activity, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

Definitions

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- "School bus" is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. "School bus" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

"School activity bus" is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- "Private passenger vehicle" is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

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Determining Whether a Student Requires an Escort

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

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Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.

7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

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Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.

2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
 - a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
 - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
 - c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

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To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

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Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

Instruction for Students who were not Previously Transported in a School Bus

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
 - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
 - b. Students are not to play in or be in the street or private property.
 - c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
 - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
 - e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
 - f. Students should not approach the bus until it comes to a complete stop at the stop;
 - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
 - h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
 - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
 - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

Instruction for all Students Prior to Departure on School Trip

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
 - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:

- a. Proper fastening and release of the passenger restraint system;
- b. Acceptable placement of passenger restraint systems on students;
- c. Times when the passenger restraint systems should be fastened and released; and
- d. Acceptable placement of the passenger restraint systems when not in use.

Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees,

and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
2. A copy of their Driver's License and Vehicle Registration.
3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws; no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.

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4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.

5. Maps and directions from the teacher/coach should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

A copy of the complete Policy is available on the school website.

Non-Discrimination Statement

CSSDAUDEO is committed to equal opportunity for all individuals in education. CSSDAUDEO shall promote programs which ensure that discriminatory practices are eliminated in all school activities, and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

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

AUDEO 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").

The Charter School 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.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School 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.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

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CSSDAUDEO 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.

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CSSDAUDEO 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 CSSDAUDEO does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. CSSDAUDEO 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 CSSDAUDEO Uniform Complaint Procedures ("UCP") Compliance Officer:

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Lynne H. Alipio
Chief Business Officer and CFO
~~Tim Tuter~~Lynne Alipio
 (858) 678-204820
 10170 Huennekens Street
 San Diego, CA 92121

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

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Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy (Full Board Policy)

Board Policy #: 3361

Adopted/Ratified: February 22, 2018

Amended/Revision Date: February 17, 2021

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Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, AUDEO prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school administrative offices, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

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As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including

agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

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

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

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Tim Tuter
Executive Director
858-678-2042

ttuter@altussschools.net
858-678-2042

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

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

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

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

Prohibited Bullying

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

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

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

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

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably

believe, or has reasonably believed, that the student was or is the student who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

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

Bullying and Cyberbullying Prevention Procedures

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

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1. Cyberbullying Prevention Procedures

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AUDEO advises students:

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

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

2. Education

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

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

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

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

3. Professional Development

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

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

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

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

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

AUDEO encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for AUDEO's students.

Grievance Procedures

1. Scope of Grievance Procedures

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

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the AUDEO UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, AUDEO will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

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

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

Tim Tuter
Executive Director
858-678-2042

ttuter@altussschools.net

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

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

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

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

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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

3. Supportive Measures

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

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to

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AUDEO's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or AUDEO's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. AUDEO will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of AUDEO to provide the supportive measures.

4. Investigation and Response

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

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

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

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
 - A statement that AUDEO prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - AUDEO may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with AUDEO's policies.
 - AUDEO may remove a respondent from AUDEO education program or activity on an emergency basis, in accordance with AUDEO's policies, provided that AUDEO

undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

- If a formal complaint of sexual harassment is filed, AUDEO may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If AUDEO offers such a process, it will do the following:

- Provide the parties with advance written notice of:

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

- Obtain the parties' advance voluntary, written consent to the informal resolution process.

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

- Investigation Process

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

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

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5. Consequences

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

6. Right of Appeal

Should the reporting individual find AUDEO's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of AUDEO's decision or resolution, submit a written appeal to

the ~~Chairperson~~^{President} of the AUDEO Board, who will review the investigation and render a final decision.

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

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

7. Recordkeeping

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

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

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

Educational Equity and Immigration Status Policy (Full Board Policy)

Board Policy #: 1956

Adopted: February 17, 2021

The Board of Directors of Student Success Programs hereby adopts this Educational Equity and Immigration Status Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as ("Charter School"). The Charter School recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.

Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

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Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

▲ All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

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Responding to Hate Crimes and Bullying

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

▲ Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

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▲ Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

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Gathering and Managing Student and Family Information

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

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Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Admissions and Enrollment

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

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▲ Charter School will accept the following list of documents as reasonable evidence of residency:

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- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment. Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

Social Security Information:

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced-price meals, if the family meets the income eligibility requirements.

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Sharing Student and Family Information

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.

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Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

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Charter School's request for written parental or guardian consent for release of student information must include:

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- (a) The signature and date of the parent, guardian, or eligible student providing consent;
- (b) A description of the records to be disclosed;
- (c) The reason for the release of information;
- (d) The parties or class of parties receiving the information; and
- (e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information

that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- (a) Notify a designated Charter School official about the information request.
- (b) Provide students and families with appropriate notice and a description of the immigration officer's request.
- (c) Document any verbal or written request for information by immigration authorities.
- (d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

Responding to Immigration Enforcement on Campus

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

- 1. Name, address, and occupation;
- 2. Age, if less than 21;
- 3. Purpose of entering school grounds;
- 4. Proof of identity; and
- 5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School Visitor and Volunteer Policy is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Procedures for Responding to On-Campus Immigration Enforcement

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc. In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

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1. Advise the offer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to produce documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
 - a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to any request without first consulting with the Charter School's counsel or other designated agency official
 - b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
 - c. Subpoena for production of documents or other evidence
 - i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus
9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 - a. List or copy of the officer's credentials and contact information;
 - b. Identity of all school personnel who communicated with the officer;
 - c. Details of the officer's request;
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
 - e. Charter School personnel's response to the officer's request;
 - f. Any further action taken by the agent; and
 - g. Photo or copy of any documents presented by the agent

10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

Responding to the Detention or Deportation of a Student's Family Member

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Family Safety Plan

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To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

Additional Resources

In the event that a student's family member is detained, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator
 - <https://locator.ice.gov/odls/homePage.do>
- (2) Legal Assistance
 - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent
 - A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR)
- (3) Consulate or Embassy.
 - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Charter School will also ensure that the attorneys who they refer students to are licensed and in good standing with the State bar of California, by checking online at <http://www.calbar.ca.gov/Attorneys>.

Student Freedom of Speech and Expression Policy (Full Board Policy)

Board Policy #:3390

Approved: February 9, 2011

Amended: February 22, 2018; February 17, 2021

The Board of Directors of Student Success Programs, Inc. hereby adopts this Student Freedom of Speech/Expression Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as "Charter School."

The Charter School respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

Definitions

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

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2. "Defamation": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.

3. "Discriminatory Material": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. "Harassment (including sexual harassment), Intimidation and/or Bullying": severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "Fighting Words": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. "Vulgarity and/or Profanity": the continual use of curse words by a student, even after warning.

7. "Violating Privacy": publicizing or distributing confidential or private material without permission.

On-Resource Center Expression

▲ Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation;

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discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above.

A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.
2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director, . Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study.

B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.² The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the

² "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

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student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Executive Director.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials in resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

E. Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school events, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

Off-Site Expression

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Off-site student expression, including but not limited to student expression on internet web sites not accessed from the resource centers, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program. The Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program.

Enforcement

- 1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
- 2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.
- 3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
- 4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of a resource center, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint by contacting the Charter School's Executive Director.

Teacher Qualifications

Our school focuses on delivering a strong standards-based and personalized educational program. Many parts of the law, including professional development for teachers, communication with parents, and opportunities for tutoring, and school choice have always been common practice at the school.

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We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

We are sure you know your child's teacher and qualifications very well, but the law gives you the right to request information about:

- Whether the teacher has met the criteria for grade levels and subject areas taught;
- Whether the teacher is teaching under an emergency credential or license, or other provisional status;
- The baccalaureate degree major of the teacher and any graduate degree held by the teacher, and the field of discipline of that degree;
- The qualifications of the paraprofessional in your child's classroom.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

Parents are invited to seek further information on their specific teacher or paraprofessional.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

Communication

CSSDAUDEQ seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic **AlertNow** automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page (www.facebook.com/Altus4U) to keep up-to-date on all CSSDAUDEQ information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

LEA Uniform Complaint Policy and Procedures ("UCP")

Policy

Board Policy #: 1800

Adopted/Ratified: May 13, 2009

Amended Dates: June 29, 2015; March 10, 2016; August 26, 2020;

Audeo Charter School, and The Charter School of San Diego ("SSP", "Charter School" or "Charter") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations

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governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs, and
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

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- i. A fee charged to a student 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.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.
 - d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Charter School, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.
- (5) If the Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R. sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that

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protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Business Officer ("CBO") or designee on a case-by-case basis. Charter School shall ensure that complainants are protected from retaliation.

Compliance Officers

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

Lynne H. Alipio
Chief Business Officer and CFO
10170 Huennekens Street
San Diego, CA 92121
(858) 678-2048

The CBO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CBO or designee.

Should a complaint be filed against the CBO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The CBO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on the Charter School's website. The Charter School shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Charter is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Charter is operating pursuant to Title 22 licensing requirements.

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3. A statement that Charter is primarily responsible for compliance with federal and state laws and regulations.

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4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

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5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

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

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7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the Charter School's decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.

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

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

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.

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11. A statement that copies of Charter's UCP shall be available free of charge.

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Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

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

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an

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individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or 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 CBO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CBO or designee shall be made in writing. The period for filing may be extended by the CBO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Student Success Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

• **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

• **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

• Final Written Decision

The Charter School shall issue an investigation report (the "Decision") based on the evidence. The Charter School's decision shall be in writing and sent to the complainant within sixty (60) calendar days of the Charter School's receipt unless the timeframe is extended with the written agreement of the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Corrective actions, if the Charter School finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE, except when the Charter School has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

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Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

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

Upon notification by the CDE, that the complainant has appealed the Decision, the CBO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

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The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

Civil Law Remedies

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

A copy of the UCP shall be available upon request free of charge on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

The school shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

Investigation and Response

The Executive Director or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the Executive Director or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the Executive Director or designee shall report the same information to the President/CEO or designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly-scheduled meeting. (Education Code 35186; 5 CCR 4686)

Reports

The President/CEO or designee shall report summarized data on the nature and resolution of all complaints to the Board. The report shall include the number of complaints by general subject area

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with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

Forms and Notices

The President/CEO or designee shall ensure that the schools complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. However, complainants need not use the schools complaint form in order to file a complaint. (Education Code 35186)

The President/CEO or designee shall ensure that a notice is posted in each resource center containing the components specified in Education Code 35186. (Education Code 35186)

Student Fees Policy (Full Board Policy)

Board Policy #: 1850

Adopted/Ratified: September 11, 2014

Amended/Revision Date: ~~INSERT~~ February 17, _____ 2021

This student fees policy has been adopted by the Board of Directors of Student Success Programs, Inc. in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. This Policy applies to Audeo Charter School and The Charter school of San Diego.

I. General Statement of Policy

No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School's educational activity unless specifically authorized by law.

II. Definitions

"Educational activity" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

- (a) ~~(a)~~ fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
- (b) ~~(b)~~ a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;

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(c) ~~(e)~~ purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

III. Policy Against Unlawful Pupil Fees

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.
2. Charter School does not use a fee waiver policy to make any student fee permissible.
3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.
4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.
5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

IV. IV. Lawful Fees

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed \$10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.
2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.
3. Fees for optional attendance as a spectator at a school sponsored activity

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4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.
5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.
6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.
7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.
8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.
9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.
10. Fees for transportation of pupils to places of summer employment.
11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.
12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.
13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.
14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.
15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.
16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of

the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.

17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

V. ~~V.~~ Voluntary Contributions

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

VI. ~~VI.~~ Notice

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School's Student and Parent Resource Guide.

VII. ~~VII.~~ Complaint and Remedy Procedures

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Executive Director or designee, or file a complaint pursuant to Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

- (1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or

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participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.

- (2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

Suicide Prevention Policy (Full Board Policy)

Board Policy #: 3345

Adopted/Ratified: June 22, 2017

Amended Dates: October 21, 2020;

The Governing Board of Audeo Charter School and The Charter School of San Diego ("Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact.

Prevention and Instruction

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

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

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

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Department of Education youth suicide prevention information can be found at:
<http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
11. Identify alternatives to suicide and develop coping and resiliency skills.
12. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
13. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Staff Development

Suicide prevention training for staff may be designed to help staff identify and find help for students at risk of suicide. Materials approved by the Charter School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training may be offered under the discretion of the Executive Director and/or Governing Board and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. School and community resources and services for students and families in crisis and ways to access them.
5. Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

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Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.

When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:

a. Securing immediate medical treatment if a suicide attempt has occurred;

b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;

c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.

3. Document the incident in writing as soon as feasible.

4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

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Employee Qualifications and Scope of Services

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

A complete copy of the Suicide Prevention Policy is available on the school website.

Education for Homeless Children and Youth Policy (Full Board Policy)

Board Policy #: 1952

Adopted: February 17, 2021

The Board of Directors of Student Success Programs hereby adopts this Educational for Homeless and Youth Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth 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.

Charter School Liaison

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

Rachel Thomas
Equity and Inclusion Officer
858-678-4818
10170 Huennekens Street
San Diego, CA 92121

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The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

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1. Homeless students are identified by 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 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 ("IDEA"); any other preschool programs administered by Charter School, if any; and referrals to health care services, dental services, mental health services, 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, Charter School charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School 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.

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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 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.

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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/>

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Enrollment

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

▲ Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

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The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in career and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

Transportation

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

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If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the Student's situation, but Charter School does not commit to any one method of transportation for all youth.

Professional Development

All administrators, teachers and employees of Charter School will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison.

High School Graduation Requirements

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

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

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

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

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

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

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

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

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

educational rights holder for the student.

Acceptance of Course Work

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

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

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

A copy of the complete board policy is available on the Charter School website.

Education for Foster and Mobile Youth Policy (Full Board Policy)

Board Policy #: 1954

Adopted: February 17, 2021

h.

Introduction

The Board of Directors of Student Success Programs hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as ("Charter School"). The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family

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circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

- "Foster youth" means a child who has been removed from their home pursuant to California 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.
- "Former juvenile court school pupil" means a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.
- "Child of a military family" refers to a student who resides in the household of an active duty military member.
- "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, so 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.
- "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.
- "Educational Rights Holder" ("ERH") means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.
- "School of origin" means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.
- "Best interests" means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular

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and enrichment activities that are available to all Charter School students.

Within this Policy, foster/juvenile court 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 referred to collectively as "Foster and Mobile Youth."

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Rachel Thomas

Equity and Inclusion Officer,

rthomas@charterschool-sandiego.net

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.
2. Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
 - a. An expulsion hearing for a discretionary act under the Charter School's charter.
 - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
 - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

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5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
 6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
 7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.
 8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
 9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Officer or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.
- This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

The Charter School will work with foster youth and their ERH to ensure that each foster youth 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 students, including, but not 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, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

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At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. 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 court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

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1. 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.

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2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

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The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

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If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

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Transportation

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The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

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In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to

address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
- b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school³, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their

³ For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

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third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

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

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

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

The Equity and Inclusion Officer or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

▲ The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

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▲ Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Equity and Inclusion Officer or designee shall:

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1. Inform the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Inform the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.

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4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

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If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

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▲ A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

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Waiver of Fees for Afterschool Programs

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The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Student Records

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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 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 student, 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 student'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.

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.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request.

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 on the school website.

Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education (Full Board Policy)

Board Policy #: 3432

Adopted: February 17, 2021

A. SECTION 504 POLICY

The Board of Directors of Student Success Programs hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, 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

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related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

A. Definitions

- 1. Academic Setting** – the regular, educational environment operated by Charter School.

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2. **Individual with a Disability under Section 504** – An individual who:

- a. has a physical or mental impairment that substantially limits one or more major life activities;
- b. has a record of such an impairment; or
- c. is regarded as having such an impairment.

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3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

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4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.

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5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

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6. **Major Life Activities** – Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

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7. **Physical or Mental Impairment** –

- a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
- b. Any mental or psychological disorder, such as intellectual disability, organic

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brain syndrome, emotional or mental illness, and specific learning disabilities.

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8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the

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student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

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b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

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c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

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7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

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8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

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9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

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10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

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1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

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

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to Charter School policy
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Kirsten Ramirez Henderson
10170 Huennekens Street, San Diego, CA 92121
(619)-393-2270
khenderson@altussschools.net

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.

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- Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

- Mediation by a neutral third party.
- Review of the 504 Plan by the Executive Director or designee.

6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

8. The parent/guardian and the School shall be afforded the rights to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
- Present written and oral evidence.
- Question and cross-examine witnesses.
- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

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Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including 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. Charter School will follow Section 504 and all applicable federal and state laws 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 accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

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1. 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, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") 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.

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2. 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, Charter School, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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- 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 504 Plan.

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

- a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

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b. If the child has a BIP, review the BIP 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 Charter School agree to a change of placement as part of the modification of the BIP.

If Charter School, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then 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.

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3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who 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, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or 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 Charter School agree otherwise.

4. Special Circumstances

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

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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. § 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. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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 School Coordinator or the Administrator for Instructional Services, 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 the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If 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 2004-eligible children with disabilities, including the right to stay-put.

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

Charter School shall not be deemed to have knowledge of 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.

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C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

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You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504

mediation grievance and hearing procedures, outlined above.

- 14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
- 15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
- 16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

- 17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson, 504 Coordinator, (619) 393-2270 and at 10170 Huennekens Street, San Diego, CA 92121, with any questions regarding the information contained herein.

A copy of the School's Section 504 policies and procedures is available upon request and on the school website.

Special Education/Students with Disabilities/Child Find
Child Find

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. The 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 El Dorado County SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The 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.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Veronica Ballman, School Coordinator at (858) 678-2050.

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Pupil Records, including Challenges and Directory Information Education Records and Student Information Policy

Board Policy #: 1212

Approved: December 11, 2017

Amended: June 21, 2018

▲ The Board of Directors of Student Success Programs, a California nonprofit public benefit corporation operating Audeo Charter School and The Charter School of San Diego hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School.

Definitions

- "Education Record": An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by Charter School or by a party acting for Charter School. Such information includes, but is not limited to:

1. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
2. Grades, test scores, courses taken, academic specializations and school activities;
3. Special education records;
4. Disciplinary records;
5. Medical and health records;
6. Attendance records and records of past schools attended; and/or
7. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records maintained by a law enforcement unit of Charter School that were created by that law enforcement unit for the purpose of law enforcement;
3. In the case of a person who is employed by Charter School but not in attendance at Charter School, records made and maintained in the normal course of business, relate

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exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;

4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Charter School;
 5. Records that only contain information about an individual after the individual is no longer a student at Charter School; or
 6. Grades on peer-graded papers before they are collected and recorded by a teacher.
- "Personally Identifiable Information": Personally identifiable information ("PII") is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Charter School reasonably believes knows the identity of the student to whom the education record relates.
 - "Directory Information": Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Charter School pursuant to the FERPA (20 U.S.C. § 1232g). Charter School has designated the following information as directory information:
 1. Student's name
 2. Student's address
 3. Parent/guardian's address
 4. Telephone listing
 5. Student's electronic mail address
 6. Parent/guardian's electronic mail address
 7. Photograph
 8. Date and place of birth
 9. Dates of attendance
 10. Grade level
 11. Degrees, honors, and awards received
 12. The most recent educational agency or institution attended

13. 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 SSN, in whole or in part, cannot be used for this purpose.)

- "Parent": Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- "Eligible Student": Eligible student means a student who has reached eighteen (18) years of age.
- "School Official": A school official is a person employed by Charter 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 Board of Directors of Charter School. A school official also may include a volunteer for Charter School or an independent contractor of Charter School or other party who performs an institutional service or function for which Charter School would otherwise use its own employees and who is under the direct control of Charter 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 their tasks.
- "Legitimate Educational Interest": A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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Disclosure Of Directory Information

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Charter School not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

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Annual Notification To Parents And Eligible Students

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

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1. Inspect and review the student's education records;

- 2. Seek amendment of the student’s education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student’s privacy rights;
- 3. Consent to disclosures of PII contained in the student’s education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
- 4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
- 5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

- 1. The procedure for exercising the right to inspect and review educational records;
- 2. The procedure for requesting amendment of records;
- 3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer; and
- 4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

Parental And Eligible Student Rights Relating To Education Records

Parents and eligible students have the right to review the student’s education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

1. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students’ records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student’s education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student’s education record that is any of the following:

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- a. Inaccurate.
- b. Misleading.
- c. In violation of the privacy rights of the student.

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Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

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If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

3. Hearing to Challenge Education Record

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If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

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The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

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The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

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The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate,

misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

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

Disclosure Of Education Records And Directory Information

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:
2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99:
3. 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, 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 their last known address, unless the disclosure is initiated by the parent or eligible

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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 pursuant to Section (IV)(3) above;

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4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

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5. 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;

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6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

7. Accrediting organizations in order to carry out their accrediting functions;

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8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

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9. 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;

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10. Persons who need to know in cases of health and safety emergencies;

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11. State and local authorities, within a juvenile justice system, pursuant to specific State law;

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12. 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/or 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

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13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

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Record Keeping Requirements

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

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

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

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

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

Complaints

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

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Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920

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Record Retention

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Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations ("CCR") sections 431 through 438, per the following:

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- "Mandatory Permanent Student Records": must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:

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1. Legal name of student
2. Date of birth

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3. Method of verification of birth date
4. Sex of student
5. Place of birth
6. Name and address of parent of minor student
7. Address of minor student if different than above
8. An annual verification of the name and address of the parent and the residence of the student
9. Entering and leaving date of each school year and for any learning periods or courses taken during each year, half year, summer or quarter
10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken
11. Verification of or exemption from required immunizations
12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- "Mandatory Interim Student Records": Must be maintained until judged to be disposable defined as "when the student leaves the charter school or when their usefulness ceases." These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:

1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
4. Language training records
5. Progress slips and/or notices
6. Parental restrictions regarding access to directory information or related stipulations.
7. Parental or adult student rejoinders to challenged records and to disciplinary action
8. Parental authorizations or prohibitions of student participation in specific programs
9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

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- "Permitted Student Records"; may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student's completion or withdrawal from school. These records are defined as:

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine discipline data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

A copy of the complete Policy is available on the school website.

Professional Boundaries: Staff/Student Interaction Policy

Board Policy #: 1700

Adopted/Ratified: May 13, 2009

Amended/Revision Date: ~~INSERT~~ February 17, 2021

The Board of Directors of Student Success Programs, Inc. hereby adopts this Staff/Student Interaction Policy to apply to Audeo Charter School (1) and Charter School of San Diego, hereafter collectively referred to as "Charter School."

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

J. PURPOSE AND SCOPE

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to:

- (1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.

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- (2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.
- (3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)
- (4) Clarify that improper action will have significant consequences.
- (5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.
- (6) Define the process that Charter School will use for addressing potential improper conduct.
- (7) Preserve student and staff privacy rights during any pending investigation.

II. -BACKGROUND AND GENERAL POLICY PROVISIONS

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school’s operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school’s legitimacy—all of which threaten the school’s future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. It is critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

III. BOUNDARIES

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A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

B. Acceptable and Unacceptable Behavior

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

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

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Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

1. ~~1. Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).~~
2. ~~2. Being alone in a room with a student.~~
3. ~~3. Allowing students in your home.~~

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Cautionary Staff/Student Behaviors

1. ~~1. Remarks about the physical attributes or physiological development of anyone.~~
2. ~~2. Excessive attention toward a particular student.~~
3. ~~3. Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.~~

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Acceptable and Recommended Staff/Student Behaviors

1. ~~1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).~~
2. ~~2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.~~
3. ~~3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)~~
4. ~~4. Keeping reasonable space between you and your students.~~
5. ~~5. Stopping and correcting students if they cross your own personal boundaries.~~
6. ~~6. Keeping parents informed when a significant issue develops about a student.~~
7. ~~7. Keeping all discussions with students professional.~~
8. ~~8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.~~
9. ~~9. Involving your supervisor if conflict arises with a student.~~
10. ~~10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.~~
11. ~~11. Making detailed notes about an incident that could evolve into a more serious situation later.~~
12. ~~12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.~~
13. ~~13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).~~

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14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
- Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.
17.

IV. CORPORAL PUNISHMENT

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

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

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

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

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V. Reporting

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

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VI. Investigating

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law. The investigating supervisor shall promptly notify the Administrator of Instructional Services that an investigation is in progress; the Administrator of Instructional Services, in turn, shall notify the Executive Director of the existence and status of any investigations. Upon completion of any such investigations, the Administrator of Instructional Services shall direct the investigating administrator to report to the Executive Director any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

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VII. Consequences

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

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VIII. Training

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

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

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Corporal Punishment

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

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

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

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~~A. Examples of PERMITTED actions (NOT corporal punishment)~~

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- ~~1. Stopping a student from fighting with another student;~~
- ~~2. Preventing a pupil from committing an act of vandalism;~~
- ~~3. Defending yourself from physical injury or assault by a student;~~
- ~~4. Forcing a pupil to give up a weapon or dangerous object;~~
- ~~5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;~~
- ~~6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities;~~

~~B. Examples of PROHIBITED actions (corporal punishment)~~

- ~~1. Hitting, shoving, pushing, or physically restraining a student as a means of control;~~
- ~~2. Making unruly students do push ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;~~
- ~~3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain;~~

~~**Acceptable and Unacceptable Staff/Student Behavior**~~

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~~This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.~~

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~~Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"~~

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~~For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.~~

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

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

~~The following examples are not an exhaustive list:~~

~~Unacceptable Staff/Student Behaviors (Violations of this Policy)~~

- ~~(a) Giving gifts to an individual student that are of a personal and intimate nature;~~
- ~~(b) Kissing of any kind;~~
- ~~(c) Any type of unnecessary physical contact with a student in a private situation;~~
- ~~(d) Intentionally being alone with a student away from the school;~~
- ~~(e) Making or participating in sexually inappropriate comments;~~
- ~~(f) Sexual jokes;~~
- ~~(g) Seeking emotional involvement with a student for your benefit;~~
- ~~(h) Listening to or telling stories that are sexually oriented;~~
- ~~(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;~~
- ~~(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior;~~

~~Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission~~

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

- ~~(a) Giving students a ride to/from school or school activities;~~
- ~~(b) Being alone in a room with a student at school with the door closed;~~
- ~~(c) Allowing students in your home;~~

~~Cautionary Staff/Student Behaviors~~

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

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- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

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Holidays and School Breaks

<u>Independence Day (observed)</u>	<u>July 3, 2020</u>
<u>Labor Day</u>	<u>September 7, 2020</u>
<u>Veterans Day</u>	<u>November 11, 2020</u>
<u>Thanksgiving Holiday</u>	<u>November 26-27, 2020</u>
<u>Winter Break</u>	<u>December 21, 2020 – January 1, 2021</u>
<u>Martin Luther King, Jr. Day</u>	<u>January 18, 2021</u>
<u>Presidents’ Day Holiday</u>	<u>February 12 – 15, 2021</u>
<u>Spring Break</u>	<u>March 29 – April 2, 2021</u>
<u>Memorial Day</u>	<u>May 31, 2021</u>



In order to comply with United States Department of Education Office for Civil Rights (OCR) requirements for career and technical education programs, school districts must have in place basic procedures regarding federal statutes and implementing OCR regulations, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, as well as Vocational Education Guidelines for Eliminating Discrimination and Denial of Service on the basis of race, color, national origin, sex, handicap, potential parental, family, or marital status or the exclusion of any person because of pregnancy or related conditions, age, creed, religion, marital status, ancestry, health condition or sexual orientation. These basic procedures include an annual public notice, continuous notification, designation of a person(s) to coordinate activities under Title IX, Section 504, and Title II and a grievance procedure that will allow students and parents an avenue for dealing with alleged discrimination. Also, all educational programs and activities under the jurisdiction of the State Board of Education receiving or benefiting from state or federal financial assistance shall be available to all qualified persons without regard to sex, sexual orientation, gender, ethnic group identification, race ancestry, national origin, religion, color, or mental or physical disability pursuant to the California Code of Regulations, Title 5, Chapter 5.3, section 4900 et seq.

Con el fin de cumplir con los requisitos para carreras y programas pedagógicos de la Oficina de derechos civiles (OCR, por sus siglas en inglés) del Departamento educativo de Estados Unidos, los distritos escolares deben

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contar con procedimientos básicos sobre estatutos federales e implementación de regulaciones OCR, Título VI de la Ley de derechos civiles de 1964, Título IX de las Enmiendas pedagógicas de 1972, Sección 504 de la Ley de rehabilitación de 1973 y el Título II de la Ley para norteamericanos con discapacidades de 1990; así como, los Lineamientos para eliminar la discriminación y negación de servicios con base en raza, color, origen nacional, sexo, discapacidad, potencial paternal, familiar, o estado civil o la exclusión de cualquier persona a causa de embarazo o condiciones relacionadas, edad, credo, religión, estado civil, ascendencia, estado de salud o orientación sexual. Estos procedimientos básicos incluyen un aviso anual, continuas notificaciones, designación de una persona(s) para coordinar actividades bajo el Título IX, Sección 504 y Título II y un procedimiento de quejas que brindará a alumnos y padres una manera de tratar con presunta discriminación. También, todos los programas y actividades pedagógicos bajo la jurisdicción de Secretaría de educación pública o que se beneficien de ayuda financiera estatal o federal deberán estar disponibles para todas las personas calificadas sin importar sexo, orientación sexual, género, grupo de identificación étnica, raza de ascendencia, origen nacional, religión, color o discapacidad mental o física de acuerdo al Código de regulaciones de California, Título 5, Capítulo 5.3, sección 4900 y ss.

Welcome to The Charter School of San Diego *Transforming Lives*

You are enrolled in one of the best charter schools in California. The Charter School of San Diego ("CSSD," the "School," or the "Charter School") has been repeatedly recognized for its quality instructional program and strong operational performance.

Here at CSSD, we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at CSSD. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

CSSD is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

Official School Correspondence

All correspondence for the school and its staff should be mailed to:
10170 Huennekens Street
San Diego, CA 92121

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Contact Information	Back Cover
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About Our School

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The Charter School of San Diego is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a ~~high-quality~~~~high-quality~~ staff in a safe and supportive environment. ~~As a charter school,~~ CSSD is ~~at the~~ school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. ~~The Charter School of San Diego~~~~CSSD~~ was founded in 1994 and serves students in grades 6-12.

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Core Competency: Transforming Lives

Mission - Why We Exist

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

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Vision - What We Strive to Be

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- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

Values - How We Do Our Work

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of The Charter School of San Diego.

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Instructional Program

Our school is accredited by the Western Association of Schools and Colleges ("WASC"). At ~~The Charter School of San Diego~~ ~~CSSD~~, students receive a rigorous ~~California Common Core standards-based~~ curriculum based on the California Common Core standards. We provide University of California ("UC") approved courses for those students planning to attend a UC or California State University ("CSU") school after the completion of high school. Additionally, we offer National Collegiate Athletics Association ("NCAA")-approved courses for students who are interested in pursuing NCAA athletic scholarships. Our "university model" is an excellent preparation for future studies.

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The primary method of instruction is independent study ~~that is~~ supplemented with in-person participation at one of our Resource Centers. Each CSSD Resource Center location provides a professional, quiet environment for one-on-one learning with a credentialed teacher who is available on-demand. Resource Centers are located at major retail centers or office buildings throughout San Diego and several include work-study employment opportunities. ~~Guest speaker events~~, tutoring, and field trips are also available. These activities are a required part of the curriculum ~~required~~ and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of

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instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Upon enrollment, a credentialed "On-Demand" teacher is assigned to each student who, in collaboration with the student and parents, assesses the student's current needs and goals and creates a plan for rapid advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied, and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

CSSD recently added a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

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CSSD serves a wide geographic region and diverse student population. Students may choose to stay at CSSD to complete the requirements for their high school diploma, the California High School Proficiency Exam (CHSPE), the HiSET or return to their resident school.

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Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school-the counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

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Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

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CSSD students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards. Unlike traditional schools where attendance is accumulated by being physically present in a classroom, CSSD measures attendance by completion of a work product.

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The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, CSSD has many partnerships and alliances to provide community resources for students and their families.

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Home/School Partnership

The most important relationship we build is the one between the teacher, student, and the student's family. CSSD encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high-quality work according to scheduled dates, and attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

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Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. These opportunities include such as Open House nights, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

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Parent Involvement 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.

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Title I Parent Involvement Policy (Full Board Policy)

Board Policy #:1400

Approved: September 7, 1995

Amended: May 14, 2008, February 22, 2008, February 22, 2018, February 17, 2021

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The Board of Directors of Student Success Programs, Inc. hereby adopts this Title 1 Parent Involvement Policy to apply to Audeo Charter School and Charter School of San Diego, hereafter collectively referred to as "Charter School."

The Governing Board recognizes the parents/guardians are their children's first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Executive Director or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home.

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Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Each year the Executive Director or designee shall identify objectives of the school's parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children's achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements.

Charter School Expectations and Objectives

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
 - Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.
2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - Parent have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.

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3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.

- Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.

4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.

- Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents input and feedback is sought after and deemed essential by the school for improvements in academic results.

5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

- The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.

6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.

- Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the school provides several Parent Involvement presentations throughout the year through Altus University.

7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.

- Staff is in constant communication with parents to review all involvement opportunity and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.

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8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.

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- Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.

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9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.

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- All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.

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Involvement of Parents in the Title I Program

To involve parents in the Title I program, the following practices have been established:

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1. Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

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- In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

2. Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.

3. Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.*

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- The Title 1 Parent Information Meeting is held prior to Open House Events.
- The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
- Parents are invited to participate in School Site Council Meetings to discuss Title 1 Policies.

4. Provide parents of Title I students with timely information about Title I programs.

- Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.
- The Title 1 Parent Meeting is held in the fall of each school year.

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5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.
- School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.
- Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.

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6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Parents receive monthly Resource Center calendars detailing parent involvement opportunities.
- Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.
- Parent emails and contacts are responded to in 24 business hours.
- An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

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*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

Home-School Compact

The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

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The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

Building Capacity for Involvement

The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
- Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.

2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.

- Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPPOELL).
- Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.
- Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.

3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.

- Parent engagement is a focus of the annual needs assessment.
- Parental involvement is a key feature of the teacher training program.

4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.

- Parent courses are offered through Altus University on specific topics that parents have requested.
- English Learner Advisory Committee Meetings
- Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.

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5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.
- Provide translation services in other languages, as requested, on important school information.

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6. Provide support for parental involvement activities requested by Title I parents.

- Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

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Accessibility

Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

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A copy of the Charter School's complete Policy is available on the website.

Attendance, Lessons, and Course Credits

Unlike traditional schools where attendance is measured by being physically present in a classroom, CSSD measures attendance by completion of a work product. A student's average daily attendance ("ADA") academic days of attendance (ADA) is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at CSSD, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

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A complete copy of CSSD's Independent Study Policy is available on the school website.

Year-round School Year

CSSD has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on your School's website.)

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Student Assessments

Students at CSSD are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency ~~Assesments~~Assessments for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our CSSD program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

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CSSD staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

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If you have any questions about testing and/or a specific test you may contact ~~the~~ your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("CDE") website at <http://www.cde.ca.gov/statetests/ta/tg>.

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California Assessment of Student Performance and Progress ("CAASPP")

The School shall annually administer required state testing to the applicable grades (e.g., the ~~California Assessment of Student Performance and Progress~~CAASPP). ~~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.~~

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Assessments		Subject(s)	Grade Level(s)	Approximate Dates
NWEA Measures of Academic Progress (MAP)		Reading, Language Usage, Mathematics	6-11	Sept.-Oct. & March-April
English Language Proficiency Assesments Assessments for California (ELPAC)		English Language-Reading, Writing, Listening and Speaking	6-12 English Learners	February-March
Physical Fitness Test (PFT)		Physical Fitness Evaluation	7, 9	February
California Assessment of Student Performance & Progress (CAASP)	Smarter Balanced	English Language Arts, Mathematics	6-8, 11	May-June
	California Standards Tests (CST)/California Modified Assessment (CMA)	Science	8, 10	May-June

CSSD High School Graduation Options

~~The Charter School of San Diego~~CSSD provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best

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option for their needs. The staff at CSSD is dedicated to offering many opportunities for students to succeed. CSSD offers three options for graduation:

- 1. Option 1 High School Diploma
- 2. Option 2 High School Diploma
- 3. HiSET -Option

Option 1 High School Diploma

Students graduating with an Option 1 High School Diploma from CSSD must complete 42 Semester Credits in grades 9-12. CSSD's graduation requirements may fulfill the University of California (UC) and California State University (CSU) admissions requirements. Items that have an asterisk (*) are the courses that UC or CSU-bound students should take.

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CSSD High School Graduation Course Requirements

English (8 semester credits)	Mathematics (6 semester credits)
4 credits - English 1-4* 2 credits - American Literature* or Honors American Literature*	2 credits - Algebra or Integrated Math 1 2 credits - Geometry or Integrated Math 2 2 credits - Intermediate Algebra* or Integrated Math 3

2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition* *4 years required		2 credits - Pre-calculus* or Honors Pre-calculus 2 credits - Statistics* *3 years required, 4 years recommended	
Science (4 semester credits)		History-Social Science (6 semester credits)	
2 credits - Physical Science (Earth Science, Physics*, Chemistry*, or Honors Chemistry*) 2 credits - Life Science (Biology*) *2 years required, 3 years recommended		2 credits - World History*, Geography & Economics* 2 credits - US History* or Honors US History* 1 credit - Government* 1 credit - Economics 2 credits - AP Human Geography (elective)	
General Electives (9 semester credits)	Physical Education (4 semester credits)	Pathways Portfolio (1 semester credit)	
Students have the option of choosing from a wide range of general elective options. UC/CSU: 2 credits - Approved electives in the same area	All students will complete 4 semester credits of Physical Education.	All students must present a senior portfolio (met through the Pathways Exhibition course).	
World Language OR Visual/ Performing Arts (2 semester credits)			
Option A: 2 credits - World Language (both semesters must be the same language)	Option B: 2 credits - Visual/Performing Arts	UC/CSU Option: 4 credits - World Language (all semesters must be the same language; 2 years required, 3 years recommended) 2 credits - Visual/Performing Arts (both semesters need to be the same course)	
CTE/Service Learning/WEE (2 semester credits)			
Option A: 2 credits - CTE (Career Technical Education)	Option B: 2 credits - Service Learning (120 hours total of community service)	Option C: 2 credits - Work Experience Education (240 hours of paid employment)	
Grade Point Average (GPA)			
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.			
*Courses required for UC/CSU Admissions. Students planning on applying to a UC or CSU can request a meeting with a college counselor to develop a course plan.			

Option 2 High School Diploma

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least 26 credits in the required courses and a minimum 2.0 GPA in those courses designated for the state of California Option 2 diploma.

Eligibility Criteria

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The eligible student is at least 17 and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the CSSD Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

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Admission Requirements and Process

- Student must be enrolled at a CSSD school and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the CSSD Option 2 Committee, outlining why this option best meets the needs of this student.
- CSSD Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the school counselor develops a new course plan.

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Additional requirements include:

- Senior Exhibition
- One year of Career Technical Education, service learning, or work experience education

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HiSet Option

The new HiSet, one of the new state approved High School Equivalency Exams, is included as an option for students to finish their secondary education with "Completer" status. CSSD students will be able to take the HiSET on-site at a CSSD resource center, exclusively open to CSSD students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

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Option 2 Graduation Course Requirements

English (6 semester credits)

Mathematics (4 semester credits)

English 1,2 or higher	Including Algebra 1, 2 OR Integrated Math 1, 2 or higher	
Science (4 semester credits)	History - Social Science (6 semester credits)	
Including Biology 1, 2, and one year of a physical science	World History Geography & Economics 1, 2 US History 1, 2 Government 1 Economics 1	
General Electives (1 semester credit)	Pathways Portfolio (1 semester credit)	Physical Education (4 semester credits)
Recommended courses from our current General Electives list	All students must present a senior portfolio (met through the Pathways Exhibition course).	All students will complete 4 semester credits of Physical Education.
World Languages and Visual/Performing Arts (2 semester credits)		
Option A: 2 credits - World Language (both semesters must be the same language)	Option B: 2 credits - Visual/Performing Arts	
CTE/Service Learning/WEE (2 semester credits)		
Option A: 2 credits - CTE (Career Technical Education)	Option B: 2 credits - Service Learning (120 hours total of community service)	Option C: Work Experience Education (240 hours of paid employment)
Grade Point Average (GPA)		
Students must have a minimum GPA of 2.0 in the required courses for Option 2.		

College Admission Requirements

At CSSD, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, **California State Universities (CSU)**, and **University of California (UC)** are listed in the table below.

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For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher as needed) and/or visit the following websites:

www.actstudent.org, or www.collegeboard.org

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Elements	Community College	California State University (CSU)	University of California (UC)
High School Education	Diploma, GED, or CHSPE	Diploma (<i>including UC/CSU-approved coursework</i>)	Diploma (<i>including UC/CSU-approved coursework</i>)
GPA	Any	Calculated from UC a-g list courses taken after 9th grade	Calculated from UC a-g list courses taken after 9th grade
Entrance Exams	No entrance exam; assessments for course placement	ACT or SAT Reasoning Test with Reading & Math	ACT Assessment plus Writing OR SAT Reasoning Test with Critical Reading, Math & Writing

NCAA Eligibility

The NCAA Eligibility Center has launched a new website at ncaa.org/student-athletes/future to help high school student-athletes successfully transition to college. The enhanced online content gives student-athletes and counselors a broad look at the initial eligibility process and detailed information about common eligibility situations.

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The new content is part of the NCAA Eligibility Center's continuing response to customer requests for key pieces of information student-athletes should know as they consider college. Student-athletes are guided through current and upcoming initial eligibility requirements, recruiting guidelines, and timelines for staying on track in high school. Additional webpages address initial eligibility situations unique to international, home-school and non-traditional students.

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A wide range of frequently-asked questions addressing issues from academic and amateurism eligibility to high school and core-course review are easily searchable and will be expanded in the future.

To ensure your student is taking the right courses for NCAA eligibility, please contact your student's teacher/counselor.

Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

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Grade Suppression

Students wishing to suppress a "D" or "F" grade earned from a CSSD - approved accredited school or district outside of CSSD must repeat the same course/s based on course descriptions from the school

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or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

Grade Validation

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be ~~assigned~~allowed for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from CSSD.

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If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

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CSSD will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, ~~a school in a country other than the United States,~~ and/or nonpublic, nonsectarian school or agency.

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College Course Credit

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

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Graduating Class Year Determination

Students who satisfy graduation requirements by the end of July of the school year (i.e., 16-17, 17-18, etc.) will be designated graduates of the school year.

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Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

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Graduation Ceremony

Graduation is a special and dignified event. CSSD commencement ceremonies are typically held at the beginning of June. Graduation is a privilege not a right.

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Students wishing to participate in a graduation ceremony from CSSD must complete the following requirements:

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- Complete all stated requirements for a high school diploma, OR complete all stated requirements for the California High School Proficiency Exam ("CHSPE"), OR complete all requirements for and pass all portions of a High School Equivalency Test (General Education Development ("GED") or HiSET that has been approved by the State Board of Education and the CDE. Complete all stated requirements for a high school diploma, OR complete all stated requirements for the California High School Proficiency Exam (CHSPE), OR complete all requirements for and pass all portions of a High School Equivalency Test (GED, HiSET or TASC) that has been approved by the State Board of Education and the California Department of Education.
- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.

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- Attend both ~~g~~Graduation ~~r~~Rehearsals.
- Follow all graduation ceremony rules and regulations.

Graduation Ceremony Expectations

- The graduates must wear the designated cap and gown.
- Acceptable clothing: Gentlemen should wear a
 - Tops: white collared dress shirt with a tie, ~~blouse~~
 - Bottoms: dark slacks (not jeans), ~~skirt, dress, pant-suit (no jeans) and dress shoes.~~
- ~~Ladies should wear a nice dress, pant suit, or outfit with dress shoes.~~
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

Senior Exit Orientation

Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in a CSSD June graduation ceremony.

Pathways: Education with a Purpose

Upon enrollment at CSSD and with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support *Pathways*. These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships. From their entrance into CSSD, with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on choice, including four-year colleges and universities, community college, military, and vocational studies.

Students' choices are supported by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarships and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are

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available to support Pathways such as career days, college days, military days, guest speakers, field trips, work experience, service learning and internships.

Pathways/Naviance Family Connection

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

Do What You Are: Learn about your personality strengths and gain insight into your educational and career needs.

Learning Style Inventory: Learn what environment and methods make learning optimal for you.

Career Interest Profiler: Complete a Career Interest Profiler and explore what careers appeal to you.

Game Plan: Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

College Search/Lookup: Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

Test Scores: Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

MI Advantage: Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

Scholarships: Use several scholarship tools, such as searches, matches, lists, national college searches, and scholarship applications.

Resume: Use the resume tool to create your own resume.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for

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English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners 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 English Learners and the rights of students and parents.

Involuntary Removal Process

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

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

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

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Enrollment, Student, & Health Services

Resource Center Transfer Requests

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

Enrollment/Transfer Process

Students who choose to discontinue enrollment at CSSD may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet CSSD attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional required postings and information can be found at https://charterschool-sandiego.net/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form_SDUSD-1.pdf <https://charterschool-sandiego.net/about/public-notices/>.

Transcripts and Records Requests

Transcripts and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the School's website, <https://charterschool-sandiego.net/enrolled-students/request-transcripts/>. www.charterschool-sandiego.net.

Attendance Verification

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/guardian signatures are required before these verifications can be provided. Please allow at least one week lead time.

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should coordinate with their teachers. Parent/guardian signatures

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are required. These documents often require research into student records and a signature of a school official. Please allow at least one week lead time.

Work Permits

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting CSSD attendance requirements
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

Health Program

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse ~~ensures to~~may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and information regarding community health resources.

Health Screenings

Students are screened for vision, hearing and scoliosis. State-mandated assessments will be provided for the indicated grade levels: 8th and 10th or 11th grade hearing screening and 8th grade vision screening. A wellness screening is also provided for 9th graders: vision screening, blood pressure, nutrition assessment, height, weight, and body mass index. New students and students referred by parents, student or school staff will be assessed as indicated.

Note: A student needs a written parent request to be excused from health assessment screenings. A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director of the school in which the child is enrolled 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.

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.

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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_EnrollGetCareRenew_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.

Health Curriculum and Sexual Health Education

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making is incorporated into the curriculum.

The Charter School offers comprehensive sexual health education to its students in grades 7-12. 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 in 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 6-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test,

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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.

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making is incorporated into the curriculum. Parents may request to preview instructional and audiovisual materials dealing with human reproduction and sexuality and the state law pertaining to HIV/AIDS and sex education:

Immunizations and Control of Communicable Disease

California law requires proof of an immunization record from the parent or guardian indicating the student has met all the immunization requirements prior to admission to our 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 attend school 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 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 Charter School.

These required immunizations include:

Entering Kindergarten:

1. Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses
2. Polio - Four (4) doses
3. Measles, Mumps, and Rubella (MMR) - Two (2) doses
4. Hepatitis B (Hep B) - Three (3) doses
5. Varicella (chickenpox) - Two (2) doses

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.

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Entering 7th Grade

1. Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose
2. Varicella (chickenpox) - Two (2) doses

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 diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Effective January 2016, Senate Bill 277 eliminated the option of personal belief exemptions for students in public and private schools. Students enrolled in home-based private schools and independent study program who do not receive classroom-based instruction will still need to provide immunization records to their schools before entry. All schools will still need to report to the California Department of Public Health ("CDPH")/Division of Communicable Disease Control the immunization status of all students in kindergarten and 7th grade.

CSSD shall cooperate with the CDPH to prevent and control communicable disease in students. Whenever there is good reason to believe a student has a contagious disease, the parent will be contacted and the student will be sent home. The student may return when well and/or released by a physician.

Immunization laws currently in effect may be found at <http://www.shotsforschool.org/laws/>.

A complete copy of CSSD's Immunizations Policy is available on the school website.

Diabetes

CSSD provides 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 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. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Effective January 2016, Senate Bill 277 will eliminate the option of personal belief exemptions for students in public and private schools. Students enrolled in home-based private schools and independent study program who do not receive classroom-based instruction will still need to provide immunization records to their schools before entry. All public and private schools will still need to report to the California Department of Public Health (CDPH)/Division of Communicable Disease Control the immunization status of all students in kindergarten and 7th grade.

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We are required to cooperate with the Department of Public Health to prevent and control communicable disease in students. Whenever there is good reason to believe a student has a contagious disease, the parent will be contacted and the student will be sent home. The student may return when well and/or released by a physician.

Immunization laws currently in effect may be found at <http://www.shotsforschool.org/laws/>.

Administration of Medications Policy

CSSD staff is responsible for overseeing the administration of medication to students attending CSSD 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.

A signed physician's order and written parent permission must be on file for each individual student before licensed school personnel can administer over-the-counter or prescription medication to the student during the school day. Parents should notify school staff of any medications their student is taking on a continuing basis for health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

Administration of Medication Policy (Full Board Policy)

Administration Of Medication Policy

Board Policy #: 5090

Approved: February 22, 2018

Amended: February 17, 2021

The Board of Directors of Student Success Programs, Inc. hereby adopts this Administration of Medication Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as "Charter School."

Charter School staff is responsible for overseeing the administration of prescribed and over-the-counter medication to students 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.

Definitions

- "Authorized health care provider" means an individual who is licensed by the State of California to prescribe medication.
- "School nurse" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "Other designated Charter School personnel" means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.

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- “Medication” includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies.
- “Regular school day” includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

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Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication

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Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine (“EpiPen”) or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if Charter School receives both the appropriate written statements as follows:

1. A written statement from the authorized healthcare provider (1) detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and (2) confirming that the pupil is able to self-administer an EpiPen or inhaled asthma medication, and
1. a written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

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These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student’s medical professional.

Staff Training and Emergency Response

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Additional information about staff trainings and the Charter School’s response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or trained personnel who have volunteered may use EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an

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anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. The school will ensure staff properly store, maintain, and restock the EpiPen as needed.

The Charter School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen.

The Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and licensed health care provider.

A Charter School employee shall notify the Executive Director or designee if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent or guardian of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

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Administration of Medication

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

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

1. A written statement from the student's health care provider detailing the name of the medication, method, amount, 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.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Storage and Record Keeping

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
 - a. Student's name.
 - b. Name of medication the student is required to take.
 - c. Dose of medication.
 - d. Method by which the student is required to take the medication.
 - e. Time the medication is to be taken during the regular school day.
 - f. Date(s) on which the student is required to take the medication.
 - g. Authorized health care provider's name and contact information.
 - h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.
- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

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For more information on how to obtain and complete an Administration of Medications Form, or to review our complete Administration of Medications Policy, please see the school website.

Free and Reduced-Price Meals

Pursuant to California Law, 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 each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site/Resource Center, meeting space or other satellite facility operated by the Charter School.

Student Wellness Policy (Full Board Policy)

Board Policy #1930

Approved: February 22, 2018

Amended: February 17, 2021

The Board of Directors of Student Success Programs, Inc. hereby adopts this Wellness Policy to apply to Audeo Charter School and The Charter School of San Diego and Laurel Preparatory Academy, all hereafter collectively referred to as "Charter School." Charter School adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. -This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. -Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. -In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. -Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. -Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after School; the school day.

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- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School faculty and staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits; and.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found for Audeo Charter School at www.audeocharterschool.net and for The Charter School of San Diego at www.charterschool-sandiego.net.

Recordkeeping

The Charter School will retain records to document compliance with the requirements of this policy in the main office. -Documentation maintained in this location will include but will not be limited to:

- The written Policy;
- Documentation demonstrating that the Policy has been made available to the public;
- Documentation to demonstrate compliance with the annual public notification requirements; and community involvement requirements.
- Documentation of the triennial assessment of the Policy;
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

Annual Notification of Policy

The Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. -The Charter School will make this information available via the Charter School website and/or Charter School-wide communications. -The Charter School will provide as much information as possible about the Charter School nutrition environment. -This will include a summary of Charter School's events or activities related to Policy implementation.

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Triennial Progress Assessments

At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School in compliance with this Policy;
- The extent to which the Charter School's policy Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator
619-393-2270

▲ The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

Community Involvement, Outreach and Communications

The Charter School is committed to being responsive to community input, which begins with awareness of the wellness policy. The Charter School Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. -The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will post the policy and use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as create print collateral. Non-electronic mechanisms, such as newsletters and flyers that will be sent home to parents and formal, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy-. The Charter School will ensure that communications are culturally and linguistically appropriate to the community; and accomplished through means similar to other ways that the district and individual other local schools are communicating important School school information with parents.

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The Charter School will actively notify the public about the content of ~~or~~, the implementation of, and any updates to the ~~wellness policy~~ Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

II. Nutrition

Charter School Meals

The Charter School is committed to promoting healthy food choices. It currently provides adequate and nutritious meals and does not participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations;

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers.

Competitive Foods and Beverages

The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

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2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurred occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to students, parents and teachers a list of healthy –fundraising ideas–.

Nutrition Promotion

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

Food and Beverage Marketing in Schools

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurred occurs, any foods and beverages marketed or promoted to students at the school Resource Centers during the hours of operations school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

III. Physical Activity

The Centers for Disease Control (“CDC”) recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

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- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

IV. Other Activities that Promote Student Wellness

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The Charter School will continue to develop and enhance its current efforts in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

Professional Learning

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons

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into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. 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 the instruction on the prevention of human trafficking. An opt-out form is available. INSERT WHERE THIS FORM CAN BE LOCATED – WEBSITE, REQUEST, FRONT OFFICE on the Student & Parent Handbook page of the Charter School's website for your convenience (<https://charterschool-sandiego.net/student-parent-handbook/>).

Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

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

Mental Health Services

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 are available to your child:

Available ~~on Campus~~ through the School:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at (858) 678-2020. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at (858) 678-2020 to request an evaluation.

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- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the school nurse at (858) 678-2020.

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Available in the Community:

- ~~INSERT INFORMATION ABOUT COMMUNITY RESOURCES~~
- ~~INSERT INFORMATION ABOUT COMMUNITY RESOURCES~~
- ~~INSERT INFORMATION ABOUT COMMUNITY RESOURCES~~ Please visit the Student Resources page on the school website to find mental health resources in your community.

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.

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Mental Health Notice

Our school supports student mental health and wellness through a positive school culture and safe, supportive learning environments. Annually, an average of 99% of parents and 99% of students report feeling safe and supported at our school. Through professional development and trainings, teachers and staff are provided with the skills and tools needed to identify youth in crisis, intervene appropriately, and provide comprehensive support in partnership with families. Teachers and staff participate in Youth Mental Health First Aid (YMHFA), Trauma Informed Practices (TIPS), and Signs of Suicide (SOS) trainings. Our school provides direct mental health services to students that support social-emotional development and stability. Parent(s)/Guardian(s) may initiate access to available pupil mental health services at the school's Resource Center or through the school's community partners. If you or someone you care about is experiencing a suicidal or mental health crisis, please call the Access and Crisis Line at (888) 724-7240. Trained and experienced counselors are available 7 days a week, 24 hours a day to provide support, referrals, and crisis intervention. You can also call the Access and Crisis Line if you are concerned about someone, just need to talk, have questions about how to offer support, or if you are looking for information about community resources, mental health referrals, and alcohol and drug support services. If emergency medical care is needed, call 9-1-1 or go to the emergency room of the nearest hospital. More information about these mental health services are on the school website and mailed out annually to all families.

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Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students 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 student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student'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 student who gives or expects to give birth and the infant, and to allow the

pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

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

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

—Lynne H. Alipio
Chief Business Officer and CFO
~~Tim Tuter~~
—Executive Director
(858) 678-204850
jalipio@tuter@altussschools.net

A copy of the UCP is available on the school website. For further information on any part please contact the Executive Director.

~~No state laws allow the administration of any over-the-counter or prescribed medications by unlicensed school staff without a physician's order and written parent permission on file for each individual student. Parents should notify school staff of any medications their student is taking on a continuing basis for chronic health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.~~

Other Services/Resources Available

▲ CSSD partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (858) 678-2020, OR visit www.charterschool-sandiego.net.

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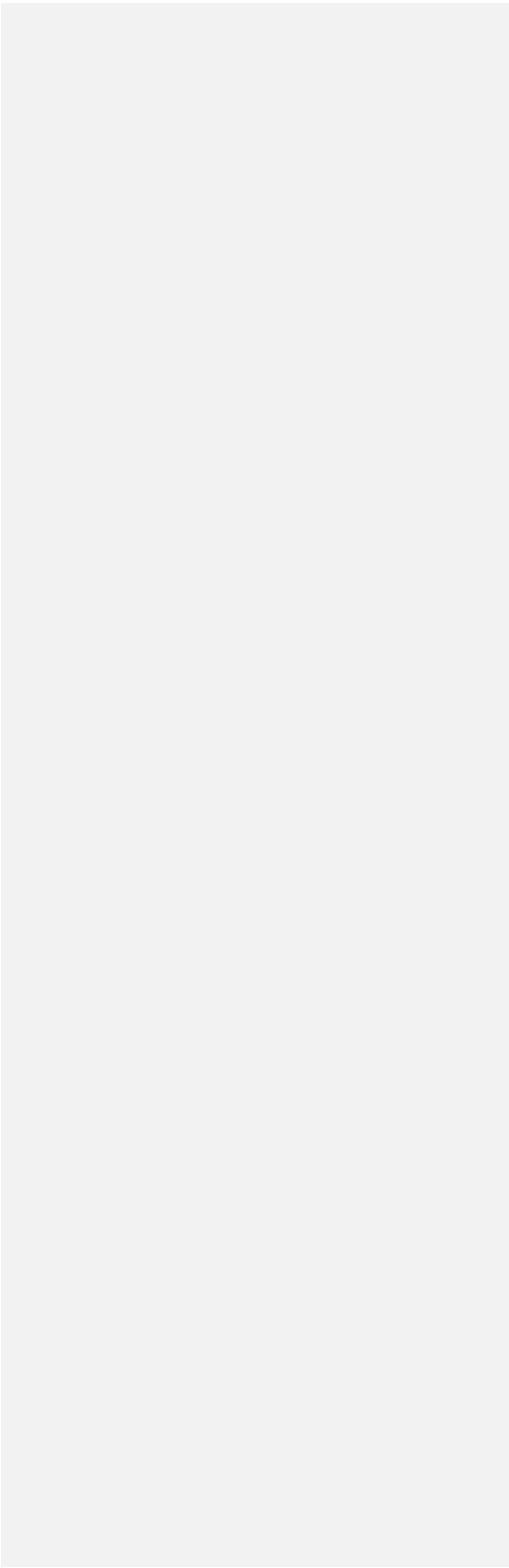
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Key School Policies

Student Responsibilities

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship and the Zero Tolerance Policies, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements ("put-downs").
- Respect the property of the sCharter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

Student Academic Integrity & Citizenship

At CSSD, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

Internet/Student Use of Technology Policy and Acceptable Use Agreementy

Technology and access to the iInternet are part of the learning opportunities available at CSSD. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the internet must be used productively to support academic progress. The School will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions on the internet. Students will be required to sign an Acceptable Use Agreement prior to being granted access to CSSD technology.

Student Use of Technology Policy (Full Board Policy)

Board Policy #:5060

Approved: September 10, 1997

Amended: December 11, 2017; February 17, 2021

The Board of Directors of Student Success Programs, Inc. hereby adopts this Student Use of Technology Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as "Charter School".

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New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. The Charter School offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Definitions

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

“Inappropriate use” means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

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Notice and Acceptable Use Agreement

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School’s technological resources, the student and the student’s parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student’s parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure

that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center and may have teacher, certificated teacher resource, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.[†]

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[†] "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 pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

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

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As used in connection with "bullying," an "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:

- A message, text, sound, video, or image;
- A post on a social network Internet Web site, including, but not limited to:
 - Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying);
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "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;
 - Creating a false profile for the purpose of having one or more of the effects of bullying. A "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;
- An act of cyber sexual bullying. The term "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 of bullying. 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. The term "cyber sexual bullying" does not include a

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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 pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

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a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.

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b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

2) As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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a) A message, text, sound, video, or image.

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b) A post on a social network Internet Web site, including, but not limited to:

i) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).

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ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "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.

iii) Creating a false profile for the purpose of having one or more of the effects of bullying. A "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.

— An act of cyber sexual bullying. The term "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 of bullying. 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. The term "cyber

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depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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.

c) _____

Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

a. To never share passwords, personal data, or private photos online.

1. _____

2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

— To consider how it would feel receiving such comments before making comments about others online.

4. _____

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School’s technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall

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comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Acceptable Use Agreement

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:

- a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
- b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

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4. Inappropriate Use. Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

- a. Playing games or online gaming.
- b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
- c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
- d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
- e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
- f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- g. Conducting for-profit business.
- h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
- i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
- j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
- k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. No Expectation of Privacy. Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

- 6. Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
- 7. Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
- 8. Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
- 9. Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount 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 or the property has been returned. 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, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

Loitering Law

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school

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(Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

Suspension and Expulsion Policy (Full Board Policy)

Board Policy #: 3300

Adopted/Ratified: March 11, 1998

Amended: May 13, 2009; September 14, 2017; February 17, 2021

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School of San Diego ("CSSD" or "Charter School"). In creating this policy, CSSD has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* CSSD is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, 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 CSSD's policy and procedures for student suspension, expulsion, and involuntary removal, 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. CSSD 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 this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The CSSD administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon 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 CSSD 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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) 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/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 the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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; or 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

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any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

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r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting 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.

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u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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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:

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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.

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- 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.

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- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director 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 destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4
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

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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

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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.

g) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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.

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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.

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t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

- iv. Causing a reasonable student to experience substantial interference with their 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 policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 policy, "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 or other dangerous object of no reasonable use to the student 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 Executive Director or designee's concurrence.

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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:

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- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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- b) Brandished a knife at another person.

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- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

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- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm 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 destructive 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.

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The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 Executive Director or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or CSSD employee who referred the student to the Executive Director or designee.

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The conference may be omitted if the Executive Director 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 CSSD 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.

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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(c)(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 CSSD 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(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If CSSD 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.

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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 Executive Director or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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This determination will be made by the Executive Director 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.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(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 Charter School Board of Directors following a hearing before it or by the 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 (3) members who are certificated and neither a teacher of the pupil or a member of the 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 Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

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 the Family Educational Rights and Privacy Act "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

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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 CSSD'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 CSSD 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

CSSD 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 CSSD 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. CSSD 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

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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, CSSD must present evidence that the witness' presence is both desired by the witness and will be helpful to CSSD. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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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.

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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.

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

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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.

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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.

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to his/her educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's 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 CSSD.

The Executive Director 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.

K. Disciplinary Records

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

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L. No Right to Appeal

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

M. 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. CSSD 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.

N. Rehabilitation Plans

Students who are expelled from CSSD shall be given a rehabilitation plan upon expulsion as developed by the Board 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 CSSD for readmission.

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O. Readmission or Admission of Previously Expelled Student

The decision to readmit a pupil after the end of the student's expulsion term or to admit a previously expelled pupil from another school district or CSSD who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director 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 Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student 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 CSSD's capacity at the time the student seeks readmission or admission to the Charter School.

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P. Notice to Teachers

The Charter School shall notify teachers of each student 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.

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R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

CSSD 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 CSSD or the SELPA would be deemed to have knowledge that the student had a disability.

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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.

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

If CSSD, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question

was not a direct result of the failure to implement the IEP/504 Plan, then CSSD may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or CSSD, 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 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and CSSD 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

CSSD 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 Executive Director 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 USC 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 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

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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 CSSD’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CSSD had knowledge that the student was disabled before the behavior occurred.

CSSD 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 CSSD supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child’s teacher, or other CSSD personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CSSD supervisory personnel.

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

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

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Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to Resource Centers **and to field trips/school-sponsored events**. Parents/guardians will be notified and students will be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include ~~in part~~ the following:

- Pants sagging below the waist
- ~~Beachwear~~ **Swimsuits** or sleepwear, including bedroom slippers
- Shorts/skirts/**dresses** that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

A complete copy of the Dress Code Policy is available for review on the school website.

Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy **(Full Board Policy)**

Board Policy #: **INSERT**

Adopted: February 17, 2021

The Governing Board of Student Success Programs hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as ("Charter School"). The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-

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sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

A complete copy of the Cell Phone/Electronics Policy is available for review on the school website.

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

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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.

These devices must be kept out of sight and turned off during the instructional program. Students are not allowed to step outside of the facility to use their cell phones during scheduled Resource Center hours. This includes making or accepting phone calls. During Resource Center hours phone calls should be limited to arranging for transportation or possible unexpected emergencies. If a student needs to contact their parent/guardian or the parent/guardian needs to contact the student it should be done through the student's teacher. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of device by teachers. Devices will be returned at the end of the day to the student/parent. Repeated unauthorized use of such devices may lead to disciplinary action.

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Parents' Responsibilities

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

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Parents' Role in Discipline and Behavior

Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her/your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

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Emergency Procedures and School Safety Plan

CSSD Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

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Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child

should be instructed to obey the directions of their teachers in general and especially in emergency situation.

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If you have questions about our emergency preparedness program, please contact your teacher.

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CSSD defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

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- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

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In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

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If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of the CSSD Comprehensive School Safety Plan is available on the school website and at each Resource Center.

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School Bus and Passenger Safety

All students who are transported in a school bus, school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan.

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Transportation Safety Plan

Because Audeo Charter School and The Charter School of San Diego ("CHARTER SCHOOL" or the "Charter School") provides transportation to CHARTER SCHOOL activity, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

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Definitions

- "School bus" is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. "School bus" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

"School activity bus" is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the

grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- "Private passenger vehicle" is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

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Determining Whether a Student Requires an Escort

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

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Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.

4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

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Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
 - a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
 - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.

- c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
- 4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

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To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

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Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

Instruction for Students who were not Previously Transported in a School Bus

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided

with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
 - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
 - b. Students are not to play in or be in the street or private property.
 - c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
 - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
 - e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
 - f. Students should not approach the bus until it comes to a complete stop at the stop;
 - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
 - h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
 - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
 - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

Instruction for all Students Prior to Departure on School Trip

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment;
 - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
 - a. Proper fastening and release of the passenger restraint system;
 - b. Acceptable placement of passenger restraint systems on students;
 - c. Times when the passenger restraint systems should be fastened and released; and
 - d. Acceptable placement of the passenger restraint systems when not in use.

Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce

visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

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Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
2. A copy of their Driver's License and Vehicle Registration.
3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher/coach should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

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A copy of the complete Policy is available on the school website.

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Student Sexual Harassment Policy

CSSD is committed to making the schools free from sexual harassment. This means that we prohibit harassment made by someone from or in the educational setting. Sexual harassment can be such actions as: unwelcome sexual advances, requests for sexual favors, verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting.

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CSSD prohibits conduct that has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

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CSSD further prohibits sexual harassment in which a student's grades, benefits, services, honors/awards program or activities are dependent on submission to such conduct.

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Students should report any sexual harassment to their teacher. Students who violate the sexual harassment policy shall be disciplined appropriately. This includes suspension or possible expulsion. Employees who violate this policy shall be disciplined according to personnel procedures. All CSSD employees sign a Code of Ethics outlining appropriate ethical conduct and expected staff-student interaction. We believe that we can resolve harassment issues at the school site. If not, students may contact: Lynne Alipio, Chief Business Officer, (858) 678-2020, 10170 Huennekens St., San Diego, CA 92121 or email at jalipio@altussschools.net.

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Title IX

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance.

CSSD is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination.

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Executive Director, Tim Tuter, has been designated as the Title IX coordinator for CSSD. You may contact him at any time by calling (858) 678-2020 or email at ttuter@charterschool-sandiego.net.

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Non-Discrimination Statement

CSSD is committed to equal opportunity for all individuals in education. CSSD shall promote programs which ensure that discriminatory practices are eliminated in all school activities, and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

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

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CSSD 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").

The Charter School 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.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School 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.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

CSSD 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.

CSSD 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 CSSD does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. CSSD 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 CSSD Uniform Complaint Procedures ("UCP") Compliance Officer:

Lynne H. Alipio
Chief Business Officer and CFO
Tim TuterLynne Alipio
(858) 678-204829
10170 Huennekens Street
San Diego, CA 92121

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

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy (Full Board Policy)

Board Policy #: 3361

Adopted/Ratified: February 22, 2018

Amended/Revision Date: February 17, 2021

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, CSSD prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school administrative offices, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

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

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

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

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

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Tim Tuter
Executive Director
858-678-2042

ttuter@altusschools.net
[858-678-2042](tel:858-678-2042)

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Definitions

Prohibited Unlawful Harassment

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

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Prohibited Unlawful Harassment under Title IX

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

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

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

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

Prohibited Bullying

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

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

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

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

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

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

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in CSSD's education program or

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activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that CSSD investigate the allegation of sexual harassment.

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

Bullying and Cyberbullying Prevention Procedures

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

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1. Cyberbullying Prevention Procedures

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CSSD advises students:

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

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

2. Education

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

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

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

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

3. Professional Development

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

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

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

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

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

CSSD encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for CSSD's students.

Grievance Procedures

1. Scope of Grievance Procedures

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

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the CSSD UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the

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complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, CSSD will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

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

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

Tim Tuter
Executive Director
858-678-2042

ttuter@altusschools.net
858-678-2042

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

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

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

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

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding

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related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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

3. Supportive Measures

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

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

4. Investigation and Response

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

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

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

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

- CSSD will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. CSSD shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, CSSD will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in CSSD's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable CSSD policy.
 - CSSD may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at CSSD; or
 - The specific circumstances prevent CSSD from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - If a formal complaint of sexual harassment or any of the claims therein are dismissed, CSSD will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - CSSD will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:

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- The allegations in the formal complaint of sexual harassment;
- All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions about the application of CSSD's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

5. Consequences

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

6. Right of Appeal

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

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

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

7. Recordkeeping

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

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

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

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Educational Equity and Immigration Status Policy (Full Board Policy)

Board Policy #: 1956

Adopted: February 17, 2021

The Board of Directors of Student Success Programs hereby adopts this Educational Equity and Immigration Status Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as ("Charter School"). The Charter School recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.

Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

Responding to Hate Crimes and Bullying

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

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Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

▲ Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

▲ Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

▲ **Gathering and Managing Student and Family Information**

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Admissions and Enrollment

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to

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establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

▲ Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

Social Security Information:

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced-price meals, if the family meets the income eligibility requirements.

▲ **Sharing Student and Family Information**

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of

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student information unless the information is relevant for a legitimate education interest or includes directory information only.

▲ Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

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Charter School's request for written parental or guardian consent for release of student information must include:

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- (a) The signature and date of the parent, guardian, or eligible student providing consent;
- (b) A description of the records to be disclosed;
- (c) The reason for the release of information;
- (d) The parties or class of parties receiving the information; and
- (e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

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- (a) Notify a designated Charter School official about the information request,
- (b) Provide students and families with appropriate notice and a description of the immigration officer's request,
- (c) Document any verbal or written request for information by immigration authorities,
- (d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

Responding to Immigration Enforcement on Campus

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;

4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School Visitor and Volunteer Policy is available for review in the administration office.
Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

▲ Procedures for Responding to On-Campus Immigration Enforcement

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc. In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to produce an documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
 - a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to any request without first consulting with the Charter School's counsel or other designated agency official
 - b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
 - c. Subpoena for production of documents or other evidence
 - i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer,

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even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus

9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 - a. List or copy of the officer's credentials and contact information;
 - b. Identity of all school personnel who communicated with the officer;
 - c. Details of the officer's request;
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
 - e. Charter School personnel's response to the officer's request;
 - f. Any further action taken by the agent; and
 - g. Photo or copy of any documents presented by the agent
10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

Responding to the Detention or Deportation of a Student's Family Member

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the

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emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Family Safety Plan

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plan may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

Additional Resources

In the event that a student's family member is detained, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator
 - (<https://locator.ice.gov/odls/homePage.do>)
- (2) Legal Assistance
 - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent
 - A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR)
- (3) Consulate or Embassy
 - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Charter School will also ensure that the attorneys who they refer students to are licensed and in good standing with the State bar of California, by checking online at <http://www.calbar.ca.gov/Attorneys>.

Student Freedom of Speech and Expression Policy (Full Board Policy)

Board Policy #:3390

Approved: February 9, 2011

Amended: February 22, 2018; February 17, 2021

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The Board of Directors of Student Success Programs, Inc. hereby adopts this Student Freedom of Speech/Expression Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as "Charter School."

The Charter School respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

Definitions

1. "Obscenity": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. "Defamation": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. "Discriminatory Material": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. "Harassment (including sexual harassment), Intimidation and/or Bullying": severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. "Fighting Words": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. "Vulgarity and/or Profanity": the continual use of curse words by a student, even after warning.

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7. "Violating Privacy": publicizing or distributing confidential or private material without permission.

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▲ On-Resource Center Expression

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▲ Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

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Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above.

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A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

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Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.
2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director, . Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study.

B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.² The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

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There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Executive Director.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials in resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

E. Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

² "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school events, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

Off-Site Expression

Off-site student expression, including but not limited to student expression on internet web sites not accessed from the resource centers, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program. The Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program.

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Enforcement

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.
3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of a resource center, is protected from governmental restriction by the First

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Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint by contacting the Charter School's Executive Director.

Teacher Qualifications

Our school focuses on delivering a strong standards-based and personalized educational program. Many parts of the law, including professional development for teachers, communication with parents, and opportunities for tutoring, and school choice have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

We are sure you know your child's teacher and qualifications very well, but the law gives you the right to request information about:

- Whether the teacher has met the criteria for grade levels and subject areas taught;
- Whether the teacher is teaching under an emergency credential or license, or other provisional status;
- The baccalaureate degree major of the teacher and any graduate degree held by the teacher, and the field of discipline of that degree;
- The qualifications of the paraprofessional in your child's classroom.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

Parents are invited to seek further information on their specific teacher or paraprofessional.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

Communication

CSDD seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic **AlertNow** automated messages to your contact

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numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page (www.facebook.com/Altus4U) to keep up-to-date on all CSSD information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

LEA Uniform Complaint Policy and Procedures ("UCP") **Policy**

Board Policy #: 1800

Adopted/Ratified: May 13, 2009

Amended Dates: June 29, 2015; March 10, 2016; August 26, 2020;

Audeo Charter School, and The Charter School of San Diego ("SSP", "Charter School" or "Charter") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;

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- Regional Occupational Centers and Programs, and
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student 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.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.
- d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Charter School, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

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- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.
- (5) If the Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R. sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Business Officer ("CBO") or designee on a case-by-case basis. Charter School shall ensure that complainants are protected from retaliation.

Compliance Officers

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

Lynne H. Alipio
Chief Business Officer and CFO
10170 Huennekens Street
San Diego, CA 92121
(858) 678-2048

The CBO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CBO or designee.

Should a complaint be filed against the CBO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The CBO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on the Charter School's website. The Charter School shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students,

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parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Charter is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Charter is operating pursuant to Title 22 licensing requirements.
3. A statement that Charter is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the Charter School's decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Charter's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Charter finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of

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the appeal pursuant to Education Code §section 262.3.

11. A statement that copies of Charter's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

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

• Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or 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 CBO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CBO or designee shall be made in writing. The period for filing may be extended by the CBO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Student Success Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

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- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**

The Charter School shall issue an investigation report (the "Decision") based on the evidence. The Charter School's decision shall be in writing and sent to the complainant within sixty (60) calendar days of the Charter School's receipt unless the timeframe is extended with the written agreement of the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Corrective actions, if the Charter School finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE, except when the Charter School has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

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

Upon notification by the CDE, that the complainant has appealed the Decision, the CBO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer

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those new issues back to the Charter School for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

Civil Law Remedies

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

A copy of the UCP shall be available upon request free of charge on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

The school shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

Investigation and Response

The Executive Director or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the Executive Director or designee shall report the

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resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the Executive Director or designee shall report the same information to the President/CEO or designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

Reports

The President/CEO or designee shall report summarized data on the nature and resolution of all complaints to the Board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

Forms and Notices

The President/CEO or designee shall ensure that the schools complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. However, complainants need not use the schools complaint form in order to file a complaint. (Education Code 35186)

The President/CEO or designee shall ensure that a notice is posted in each resource center containing the components specified in Education Code 35186. (Education Code 35186)

Student Fees Policy (Full Board Policy)

Board Policy #: 1850
Adopted/Ratified: September 11, 2014
Amended/Revision Date: **INSERT**, February 17, _____ 2021

This student fees policy has been adopted by the Board of Directors of Student Success Programs, Inc. in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. This Policy applies to Audeo Charter School and The Charter school of San Diego.

I. General Statement of Policy

No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School's educational activity unless specifically authorized by law.

II. Definitions

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"Educational activity" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

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"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

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(a) ~~(a)~~ fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;

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(b) ~~(b)~~ a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;

(c) ~~(c)~~ purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

III. Policy Against Unlawful Pupil Fees

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.
2. Charter School does not use a fee waiver policy to make any student fee permissible.
3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.
4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.
5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

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IV. ~~IV.~~ Lawful Fees

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed \$10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.
2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.
3. Fees for optional attendance as a spectator at a school sponsored activity
4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.
5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.
6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.
7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.
8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.
9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.
10. Fees for transportation of pupils to places of summer employment.
11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.

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- 12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.
- 13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.
- 14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.
- 15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.
- 16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.
- 17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

V. V. Voluntary Contributions

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

VI. VI. Notice

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School 's Student and Parent Resource Guide.

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VII. Complaint and Remedy Procedures

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Executive Director or designee, or file a complaint pursuant to Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

- (1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.
- (2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

Suicide Prevention Policy (Full Board Policy)

Board Policy #: 3345

Adopted/Ratified: June 22, 2017

Amended Dates: October 21, 2020;

The Governing Board of Audeo Charter School and The Charter School of San Diego ("Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.

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To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact.

Prevention and Instruction

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

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the Charter School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis. California Department of Education youth suicide prevention information can be found at: <http://www.cde.ca.gov/lsc/mh/suicideprevres.asp>.

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
11. Identify alternatives to suicide and develop coping and resiliency skills.
12. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
13. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Staff Development

Suicide prevention training for staff may be designed to help staff identify and find help for students at risk of suicide. Materials approved by the Charter School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training may be offered under the

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discretion of the Executive Director and/or Governing Board and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. School and community resources and services for students and families in crisis and ways to access them.
5. Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

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Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.

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When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

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1. Ensure the student's physical safety by one of the following, as appropriate:

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a. Securing immediate medical treatment if a suicide attempt has occurred;

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b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;

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c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

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2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.

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3. Document the incident in writing as soon as feasible.

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4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.

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6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

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Employee Qualifications and Scope of Services

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

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A complete copy of the Suicide Prevention Policy is available on the school website.

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Education for Homeless Children Students and Youth Policy (Full Board Policy)

Board Policy #: 1952

Adopted: February 17, 2021

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The Board of Directors of Student Success Programs hereby adopts this Educational for Homeless and Youth Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a);

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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.

Charter School Liaison

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

Rachel Thomas
Equity and Inclusion Officer
858-678-4818
10170 Huennekens Street
San Diego, CA 92121

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by 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 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 ("IDEA"); any other preschool programs administered by Charter School, if any; and referrals to health care services, dental services, mental health services, 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.

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- 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, Charter School charter, and Board policy.
- 7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
- 8. Charter School 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 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.

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/>

Enrollment

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School

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Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in career and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

Transportation

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the Student's situation, but Charter School does not commit to any one method of transportation for all youth.

Professional Development

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All administrators, teachers and employees of Charter School will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison.

High School Graduation Requirements

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

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

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

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

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

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

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

graduate before the end of the student's fourth year of high school.

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

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

Acceptance of Course Work

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

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

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at

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the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

A copy of the complete board policy is available on the Charter School website.

Education ~~for~~ Foster and Mobile Youth Policy (Full Board Policy)

Board Policy #: 1954

Adopted: February 17, 2021



Introduction

The Board of Directors of Student Success Programs hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as ("Charter School"). The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

- "Foster youth" means a child who has been removed from their home pursuant to California 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.
- "Former juvenile court school pupil" means a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.
- "Child of a military family" refers to a student who resides in the household of an active duty military member.
- "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, so 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.

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• "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.

• "Educational Rights Holder" ("ERH") means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.

• "School of origin" means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

• "Best interests" means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Within this Policy, foster/juvenile court 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 referred to collectively as "Foster and Mobile Youth."

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Rachel Thomas

Equity and Inclusion Officer

rthomas@charterschool-sandiego.net

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.
2. Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic

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and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:

a. An expulsion hearing for a discretionary act under the Charter School's charter.

b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.

c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Officer or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

▲ This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

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The Charter School will work with foster youth and their ERH to ensure that each foster youth 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 students, including, but not 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, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. 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 court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. 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.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

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Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

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If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

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Transportation

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The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

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In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

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Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

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a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

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b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

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The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school³, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did

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³ For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

not complete the entire course and shall issue that student full or partial credit for the coursework completed.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

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In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

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Applicability of Graduation Requirements

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

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

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

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

The Equity and Inclusion Officer or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Equity and Inclusion Officer or designee shall:

1. Inform the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Inform the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in

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the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

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 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 student, 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 student'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.

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.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request.

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 on the school website.

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Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education (Full Board Policy)

Board Policy #: 3432

Adopted: February 17, 2021

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A. SECTION 504 POLICY

The Board of Directors of Student Success Programs hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School and The Charter School of San Diego, hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

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Under Section 504, 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 aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

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If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

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If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

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B. SECTION 504 PROCEDURES

A. Definitions

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1. **Academic Setting** – the regular, educational environment operated by Charter School.

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2. **Individual with a Disability under Section 504** – An individual who:

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a. has a physical or mental impairment that substantially limits one or more major life activities;

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b. has a record of such an impairment; or

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c. is regarded as having such an impairment.

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3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

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4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.

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5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without

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disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

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7. **Physical or Mental Impairment** –

a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

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b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

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8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

- a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. **Referral, Assessment and Evaluation Procedures**

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

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

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aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student’s teachers and parent/guardian.

- 8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
- 9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

- 1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
- 2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
- 3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student’s disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
- 4. The student’s teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student’s cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
- 5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student’s needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated

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with students who are not disabled to the maximum extent appropriate to their individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

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

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to Charter School policy
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing.

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Requests shall be made to the following:

Kirsten Ramirez Henderson
10170 Huennekens Street, San Diego, CA 92121
(619)-393-2270
khenderson@altussschools.net

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▲ Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

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3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:

- The specific decision or action with which the parent/guardian disagrees.
- The changes to the 504 Plan the parent/guardian seeks.
- Any other information the parent/guardian believes is pertinent.

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5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

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- Mediation by a neutral third party.
- Review of the 504 Plan by the Executive Director or designee.

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6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

8. The parent/guardian and the School shall be afforded the rights to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
- Present written and oral evidence.
- Question and cross-examine witnesses.
- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including 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. Charter School will follow Section 504 and all applicable federal and state laws 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 accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. 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, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") 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.

2. Procedural Safeguards/Manifestation Determination

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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, Charter School, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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- 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 504 Plan.

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

- a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If the child has a BIP, review the BIP 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 Charter School agree to a change of placement as part of the modification of the BIP.

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If Charter School, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then 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.

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3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who 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, either party may request

to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or 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 Charter School agree otherwise.

4. Special Circumstances

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

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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. § 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. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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 School Coordinator or the Administrator for Instructional Services, 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 the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If 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 2004-eligible children with disabilities, including the right to stay-put.

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

Charter School shall not be deemed to have knowledge of 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.

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C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

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You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.

5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education

San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX

Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson, 504 Coordinator, (619) 393-2270 and at 10170 Huennekens Street, San Diego, CA 92121, with any questions regarding the information contained herein.

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▲ A copy of the School's Section 504 policies and procedures is available upon request and on the school website.

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Special Education/Students with Disabilities/Child Find Child Find

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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. The 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 El Dorado County SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The 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.

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Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Jay Garrity, School Coordinator at (858) 678-2020.

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Pupil Records, including Challenges and Directory Information Education Records and Student Information Policy

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Board Policy #: 1212

Approved: December 11, 2017

Amended: June 21, 2018

▲ The Board of Directors of Student Success Programs, a California nonprofit public benefit corporation operating Audeo Charter School and The Charter School of San Diego hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School.

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Definitions

- "Education Record": An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by Charter School or by a party acting for Charter School. Such information includes, but is not limited to:

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1. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
2. Grades, test scores, courses taken, academic specializations and school activities;

3. Special education records;
4. Disciplinary records;
5. Medical and health records;
6. Attendance records and records of past schools attended; and/or
7. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
 2. Records maintained by a law enforcement unit of Charter School that were created by that law enforcement unit for the purpose of law enforcement;
 3. In the case of a person who is employed by Charter School but not in attendance at Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
 4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Charter School;
 5. Records that only contain information about an individual after the individual is no longer a student at Charter School; or
 6. Grades on peer-graded papers before they are collected and recorded by a teacher.
- "Personally Identifiable Information": Personally identifiable information ("PII") is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific

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student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Charter School reasonably believes knows the identity of the student to whom the education record relates.

- "Directory Information": Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Charter School pursuant to the FERPA (20 U.S.C. § 1232g). Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended
13. 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 SSN, in whole or in part, cannot be used for this purpose.)

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

- "Eligible Student": Eligible student means a student who has reached eighteen (18) years of age.

- "School Official": A school official is a person employed by Charter 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 Board of Directors of Charter School. A school official also may include a volunteer for Charter School or an independent contractor of Charter School or other party who performs an institutional service or function for which Charter School would otherwise use its own employees and who is under the direct control of Charter 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 their tasks.

- "Legitimate Educational Interest": A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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Disclosure Of Directory Information

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Charter School not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

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Annual Notification To Parents And Eligible Students

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

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1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and

4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

Parental And Eligible Student Rights Relating To Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

1. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate.
- b. Misleading.
- c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

3. Hearing to Challenge Education Record

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

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- a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

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The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

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

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

Disclosure Of Education Records And Directory Information

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Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

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Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that

the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

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2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;

3. 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, 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 their 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 pursuant to Section (IV)(3) above;

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4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

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5. 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;

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6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

7. Accrediting organizations in order to carry out their accrediting functions;

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8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

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9. 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;

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10. Persons who need to know in cases of health and safety emergencies;

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11. State and local authorities, within a juvenile justice system, pursuant to specific State law;

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12. 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/or 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

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13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

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Record Keeping Requirements

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

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

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

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

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendaized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

Complaints

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920

Record Retention

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations ("CCR") sections 431 through 438, per the following:

- "Mandatory Permanent Student Records": must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:

1. Legal name of student
2. Date of birth
3. Method of verification of birth date
4. Sex of student
5. Place of birth
6. Name and address of parent of minor student
7. Address of minor student if different than above
8. An annual verification of the name and address of the parent and the residence of the student
9. Entering and leaving date of each school year and for any learning periods or courses taken during each year, half year, summer or quarter,
10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken,
11. Verification of or exemption from required immunizations
12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- "Mandatory Interim Student Records": Must be maintained until judged to be disposable defined as "when the student leaves the charter school or when their usefulness ceases." These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
 1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record

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shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.

2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
4. Language training records
5. Progress slips and/or notices
6. Parental restrictions regarding access to directory information or related stipulations.
7. Parental or adult student rejoinders to challenged records and to disciplinary action
8. Parental authorizations or prohibitions of student participation in specific programs
9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- "Permitted Student Records": may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student's completion or withdrawal from school. These records are defined as:

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine discipline data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

A copy of the complete Policy is available on the school website.

Professional Boundaries: Staff/Student Interaction Policy

Board Policy #: 1700

Adopted/Ratified: May 13, 2009

Amended/Revision Date: ~~INSERT~~ February 17, 2021

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The Board of Directors of Student Success Programs, Inc. hereby adopts this Staff/Student Interaction Policy to apply to Audeo Charter School (1) and Charter School of San Diego, hereafter collectively referred to as "Charter School."

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

I. PURPOSE AND SCOPE

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to:

- (1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.
- (2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.
- (3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)
- (4) Clarify that improper action will have significant consequences.
- (5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.
- (6) Define the process that Charter School will use for addressing potential improper conduct.
- (7) Preserve student and staff privacy rights during any pending investigation.

II. -BACKGROUND AND GENERAL POLICY PROVISIONS

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a

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manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

▲ The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

▲ Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. It is critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

▲ While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

III. BOUNDARIES

A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

B. Acceptable and Unacceptable Behavior

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

▲ Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

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Unacceptable Staff/Student Behaviors (Violations of this Policy)

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

1. ~~1.~~ Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. ~~2.~~ Being alone in a room with a student.
3. ~~3.~~ Allowing students in your home.

Cautionary Staff/Student Behaviors

1. ~~1.~~ Remarks about the physical attributes or physiological development of anyone.
2. ~~2.~~ Excessive attention toward a particular student.
3. ~~3.~~ Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.

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3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
—Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.
17.

IV. CORPORAL PUNISHMENT

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

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

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

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A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

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B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

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V. Reporting

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

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VI. Investigating

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law. The investigating supervisor shall promptly notify the Administrator of Instructional Services that an investigation is in progress; the Administrator of Instructional Services, in turn, shall notify the Executive Director of the existence and status of any investigations. Upon completion of any such investigations, the Administrator of Instructional Services shall direct the investigating administrator to report to the Executive Director.

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any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

VII. Consequences

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

VIII. Training

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

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

Corporal Punishment

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

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

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

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1. Stopping a student from fighting with another student;
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2. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

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

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature;
- (b) Kissing of any kind;
- (c) Any type of unnecessary physical contact with a student in a private situation;
- (d) Intentionally being alone with a student away from the school;
- (e) Making or participating in sexually inappropriate comments;

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- ~~(f) Sexual jokes;~~
- ~~(g) Seeking emotional involvement with a student for your benefit;~~
- ~~(h) Listening to or telling stories that are sexually oriented;~~
- ~~(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;~~
- ~~(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior;~~

~~Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission~~

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

- ~~(a) Giving students a ride to/from school or school activities;~~
- ~~(b) Being alone in a room with a student at school with the door closed;~~
- ~~(c) Allowing students in your home;~~

~~Cautionary Staff/Student Behaviors~~

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

- ~~(a) Remarks about the physical attributes or development of anyone;~~
- ~~(b) Excessive attention toward a particular student;~~
- ~~(c) Sending emails, text messages or letters to students if the content is not about school activities;~~

~~Acceptable and Recommended Staff/Student Behaviors~~

- ~~(a) Getting parents' written consent for any after-school activity;~~
- ~~(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions;~~
- ~~(c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);~~
- ~~(d) Keeping the door open when alone with a student;~~
- ~~(e) Keeping reasonable space between you and your students;~~
- ~~(f) Stopping and correcting students if they cross your own personal boundaries;~~
- ~~(g) Keeping parents informed when a significant issue develops about a student;~~
- ~~(h) Keeping after class discussions with a student professional and brief;~~
- ~~(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;~~
- ~~(j) Involving your supervisor if conflict arises with the student;~~
- ~~(k) Informing the Principal about situations that have the potential to become more severe;~~

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- ~~(l) Making detailed notes about an incident that could evolve into a more serious situation later.~~
- ~~(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.~~
- ~~(n) Asking another staff member to be present if you will be alone with any type of special needs student.~~
- ~~(o) Asking another staff member to be present when you must be alone with a student after regular school hours.~~
- ~~(p) Giving students praise and recognition without touching them.~~
- ~~(q) Pats on the back, high fives and handshakes are acceptable.~~
- ~~(r) Keeping your professional conduct a high priority.~~
- ~~(s) Asking yourself if your actions are worth your job and career.~~

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Charter School First Interim Report

FY 2020-2021

For the Period July 1 2020 through October 31, 2020

Accrual Basis

Financial Accounting Department
Charter Schools Accounting Office

Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Charter School Name:	Audeo Charter School
CDS #:	37-68338-3731395
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	58

Has board approved a revised budget? (check box below)

☐ No.

☒ Yes. (Enter board approved revision date below)

Revised Date: 10/21/2020

Revised Date: 10/21/2020						(A + C)	(B + D)	(E + H)	(G - E)
		A	B	C	D	E	F	G	H
Description	Object Code	Unrestricted Budget	Unrestricted Actuals through 10/31/20	Restricted Budget	Restricted Actuals through 10/31/20	Total Budget	Total Actuals through 10/31/20	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
A. REVENUES (8000-8799)									
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)									
LCFF State Aid - Current Year (CY) (Res 0000)	8011	2,123,849	616,510			2,123,849	616,510	2,123,849	-
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	119,274	29,819			119,274	29,819	119,274	-
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019					-	-	-	-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	3,993,323	1,038,264			3,993,323	1,038,264	3,993,323	-
Other LCFF Transfers	8091, 8097					-	-	-	-
Total, LCFF Sources		6,236,446	1,684,593	-	-	6,236,446	1,684,593	6,236,446	-
2. Federal Revenues (8100-8299)									
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290			113,018	25,240	113,018	25,240	113,018	-
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290			15,354	3,477	15,354	3,477	15,354	-
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290			5,980	1,144	5,980	1,144	5,980	-
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290					-	-	-	-
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290					-	-	-	-
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4124)	8290			10,000	2,500	10,000	2,500	10,000	-
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290					-	-	-	-
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181			63,750		63,750	-	63,750	-
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182					-	-	-	-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220					-	-	-	-
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110					-	-	-	-
Other Federal Revenues (All other resources not reported separately)	8100-8299			337,036	35,772	337,036	35,772	337,036	-
Total - Federal Revenues		-	-	545,138	68,133	545,138	68,133	545,138	-
3. Other State Revenues (8300-8599)									
State Special Education (Res 6500)	8792			372,731	68,331	372,731	68,331	372,731	-
State Special Education Mental Health Services (Res 6512)	8590			108,900		108,900	-	108,900	-
Mandate Block Grant (Res 0000)	8550	23,238				23,238	-	23,238	-
After School Education and Safety (ASES) (Res 6010)	8677, 8590					-	-	-	-
Common Core Standards Implementation (Res 7405)	8590					-	-	-	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590					-	-	-	-
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590					-	-	-	-
Lottery, Unrestricted (Res 1100)	8560	93,433				93,433	-	93,433	-
Lottery, Restricted - Prop 20 (Res 6300)	8560			30,521		30,521	-	30,521	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590					-	-	-	-
Other State Revenues (All other resources not reported separately)	8300-8599			401,844	367,040	401,844	367,040	401,844	-
Total - Other State Revenues		116,671	-	913,996	435,371	1,030,667	435,371	1,030,667	-
4. Local Revenue (8600-8799)									
All Local Revenues	8600-8799	62,500	7,198			62,500	7,198	62,500	-
Total - Local Revenues		62,500	7,198	-	-	62,500	7,198	62,500	-
5. TOTAL REVENUES		6,415,617	1,691,791	1,459,134	503,504	7,874,751	2,195,295	7,874,751	-
B. EXPENDITURES AND OTHER OUTGO (1000-7499)									
1. Certificated Salaries									
Teachers' Salaries	1100	2,083,286	679,493	515,570	188,961	2,598,856	868,454	2,598,856	-
Pupil Support Salaries	1200	89,984	42,186	87,520	38,288	177,504	80,473	177,504	-
Supervisors' and Administrators' Salaries	1300	322,370	115,540	41,915	16,833	364,285	132,373	364,285	-
Other Certificated Salaries	1900	109,319		101,992	37,201	211,311	37,201	211,311	-
Total, Certificated Salaries		2,604,959	837,218	746,997	281,283	3,351,956	1,118,501	3,351,956	-

Charter School First Interim Report

FY 2020-2021

For the Period July 1 2020 through October 31, 2020

Accrual Basis

Financial Accounting Department
Charter Schools Accounting Office

Page 8 of 866

Charter School Name:	Audeo Charter School
CDS #:	37-68338-3731395
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2. Classified Salaries									-
Instructional Salaries	2100					-	-	-	-
Support Salaries	2200	13,866	4,622	2,447	816	16,313	5,437	16,313	-
Supervisors' and Administrators' Salaries	2300	142,527	44,455	7,054	2,351	149,581	46,806	149,581	-
Clerical and Office Salaries	2400	194,778	59,531			194,778	59,531	194,778	-
Other Classified Salaries	2900	10,358	3,151		350	10,358	3,501	10,358	-
Total, Classified Salaries		361,529	111,758	9,501	3,517	371,030	115,275	371,030	-
3. Employee Benefits									-
STRS	3101-3102	420,942	135,957	120,399	44,911	541,341	180,869	541,341	-
PERS	3201-3202	74,647	22,178	1,967	559	76,614	22,736	76,614	-
OASDI/Medicare (Social Security)	3301-3302	63,572	19,914	11,516	4,322	75,088	24,236	75,088	-
Health and Welfare Benefits	3401-3402	642,201	213,939	211,440	68,381	853,641	282,321	853,641	-
Unemployment Insurance	3501-3502	1,487	474	377	142	1,864	617	1,864	-
Workers' Compensation Insurance	3601-3602	33,388	10,132	8,154	3,037	41,542	13,169	41,542	-
OPEB, Allocated	3701-3702					-	-	-	-
OPEB, Active Employees	3751-3752					-	-	-	-
Other Employee Benefits	3901-3902					-	-	-	-
Total, Employee Benefits		1,236,237	402,595	353,853	121,352	1,590,090	523,947	1,590,090	-
4. Books and Supplies									-
Approved Textbooks and Core Curricula Materials	4100	5,000	15,129	22,000	5,413	27,000	20,543	27,000	-
Books and Other Reference Materials	4200	14,717		2,000	3,502	16,717	3,502	16,717	-
Materials and Supplies	4300	99,805	53,471	58,500	11,113	158,305	64,584	158,305	-
Non-capitalized Equipment	4400	31,539		33,521	27,560	65,060	27,560	65,060	-
Food (Food used in food-service activities for which the purpose is nutrition)	4700	6,500				6,500	-	6,500	-
Total, Books and Supplies		157,561	68,600	116,021	47,589	273,582	116,189	273,582	-
5. Services and Other Operating Expenditures									-
Subagreements for Services	5100					-	-	-	-
Travel and Conferences	5200	13,528	8,971	13,857	1,758	27,385	10,729	27,385	-
Dues and Memberships	5300	15,500	9,340			15,500	9,340	15,500	-
Insurance	5400	37,514	37,051	200	117	37,714	37,168	37,714	-
Operations and Housekeeping Services	5500	116,126	42,444	43,074		159,200	42,444	159,200	-
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	509,756	167,269		4,074	509,756	171,343	509,756	-
Transfer of Direct Costs (MUST net to zero)	5700					-	-	-	-
Prof/Consulting Svcs and Operating Expend (Include District Oversight)	5800	502,422	174,709	319,969	46,718	822,391	221,426	822,391	-
Communications	5900	46,100	33,295	3,600	7,970	49,700	41,264	49,700	-
Total, Services and Other Operating Expenditures		1,240,946	473,078	380,700	60,636	1,621,646	533,714	1,621,646	-
6. Capital Outlay									-
Depreciation Expense (See Sections G.9 & F.2.a)	6900	425,416	134,130			425,416	134,130	425,416	-
Total, Capital Outlay		425,416	134,130	-	-	425,416	134,130	425,416	-
7. Other Outgo									-
Tuition to Other Schools (<i>Include contribution to unfunded cost of Sp Ed.</i>)	7110-7143					-	-	-	-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213					-	-	-	-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223					-	-	-	-
All Other Transfers	7280-7299					-	-	-	-
Transfers of Indirect Costs (MUST net to zero)	7300-7399	(10,006)	(6,410)	10,006	6,410	-	-	-	-
Debt Service - Interest	7430-7439	4,789				4,789	-	4,789	-
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439					-	-	-	-
Total, Other Outgo		(5,217)	(6,410)	10,006	6,410	4,789	-	4,789	-
8. TOTAL EXPENDITURES		6,021,431	2,020,969	1,617,078	520,788	7,638,509	2,541,756	7,638,509	-
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.									
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		394,186	(329,177)	(157,944)	(17,284)	236,242	(346,461)	236,242	

Charter School First Interim Report

FY 2020-2021

For the Period July 1 2020 through October 31, 2020

Accrual Basis

Financial Accounting Department
Charter Schools Accounting Office

Page 818 of 866

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Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	58

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Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

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Revised Date: 10/21/2020

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D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)									
1. All Other Financing Sources	8930-8979					-	-	-	
2. Other Uses	7630-7699					-	-	-	
3. Contributions between unrestricted and restricted accounts (MUST net to zero) (Include contribution to the unfunded cost of Special Education)	8980-8999	(244,877)		244,877		-	-	-	
4. TOTAL OTHER FINANCING SOURCES/USES		(244,877)	-	244,877	-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.A.)		149,309	(329,177)	86,933	(17,284)	236,242	(346,461)	236,242	
F. FUND BALANCE/NET POSITION (Budget and Actuals MUST match) (F.1.a-b)									
1. Beginning Fund Balance/Net Position									
a. July 1 (MUST match EFB/Net Position of PY Unaudited Actuals, Section F.2)	9791	6,921,713	6,921,713	46,684	46,684	6,968,398	6,968,398	6,968,398	
b. Adjustments/Restatements	9793, 9795	-	-	-	-	-	-	-	
c. Adjusted Beginning Fund Balance/Net Position		6,921,713	6,921,713	46,684	46,684	6,968,398	6,968,398	6,968,398	
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.) See cell M128		7,071,022	6,592,536	133,617	29,401	7,204,640	6,621,937	7,204,640	
Components of Ending Net Position									
a. Net Investment in Capital Assets (See Sections B.6 and G.9)	9796		4,203,661				4,203,661		
b. Restricted Net Position	9797				29,401		29,401		
c. Unrestricted Net Position	9791		2,388,875		-		2,388,875		
G. ASSETS									
1. Cash									
In County Treasury	9110		2,674,254		261,585		2,935,839		
Fair Value Adjustment to Cash in County Treasury	9111						-		
In Banks	9120		809,523		(305,810)		503,713		
In Revolving Fund	9130						-		
With Fiscal Agent/Trustee	9135		25,000				25,000		
Collections Awaiting Deposit	9140						-		
2. Investments	9150						-		
3. Accounts Receivable	9200		23,016				23,016		
4. Due From Grantor Government	9290		1,965		142,035		144,000		
5. Due From Other Funds	9310						-		
6. Stores	9320						-		
7. Prepaid Expenditures (Expenses)	9330		51,768		158		51,926		
8. Other Current Assets	9340		30,522				30,522		
9. Capital Assets (See Sections B.6 & F.2.a)	9400-9489		4,203,661				4,203,661		
10. Total Assets			7,819,710		97,967		7,917,678		
H. DEFERRED OUTFLOWS OF RESOURCES									
1. Deferred Outflows of Resources	9490						-		
2. Total Deferred Outflows			-		-		-		

FY 2020-2021
For the Period July 1 2020 through October 31, 2020
Accrual Basis

Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
 Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Revised Date: 10/21/2020						(A + C) E	(B + D) F	(E + H) G	(G - E) H
Description	Object Code	A Unrestricted Budget	B Unrestricted Actuals through 10/31/20	C Restricted Budget	D Restricted Actuals through 10/31/20	Total Budget	Total Actuals through 10/31/20	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
I. LIABILITIES									
1. Accounts Payable	9500		132,732		16,840		149,572		
2. Due to Grantor Government	9590				9,196		9,196		
3. Due to Other Funds	9610						-		
4. Current Loans	9640		426,946				426,946		
5. Deferred Revenue	9650				42,531		42,531		
6. Long-term Liabilities	9660-9669		667,496				667,496		
7. Total Liabilities			1,227,174		68,567		1,295,741		
J. DEFERRED INFLOWS OF RESOURCES									
1. Deferred Inflows of Resources	9690						-		
2. Total Deferred inflows of Resources			-		-		-		
K. ENDING FUND BALANCE/NET POSITION, October 31, 2020									
1. Ending Fund Balance/Net Position (G10+H2-I7-J2) (MUST agree with F.2)			6,592,536		29,401		6,621,937		



Assumptions for February Revised Operational Budget FY 2020-21

Audeo Charter School is an independent study program. Audeo takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study program like Audeo is based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year; 375 minutes per day and 65,625 minutes annually. Audeo Charter School is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented a new way of funding public schools, including charter schools, in the 2013-14 school year called **Local Control Funding Formula (LCFF)**. Since its implementation, LCFF Gap funding has been provided to help bridge the gap between prior funding levels and target LCFF levels. Beginning with the 2018-19 fiscal year, LCFF funding targets have been achieved and gap funding is no longer needed. Future LCFF growth will be attributable to the application of the COLA to the base grant.

The new formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth or any combination of these factors (unduplicated count). The unduplicated pupil percentage for Audeo Charter School is estimated at 57.23%
- * **Concentration Grant** equal to 50 percent of the adjusted base grant multiplied by ADA and the percentage of targeted pupils exceeding 55% of an LEA's enrollment.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

COVID-19 Impact

The effects of the pandemic are far reaching. This section attempts to summarize the impact on our 2020-21 revised budget and LCAP.

After the Governor's May Revised budget, we prepared for decreased LCFF base grant revenues by 7.92% from 2019-20 funding levels and a 51.6% reduction in Career and Technical Education (CTE) Grant funding. However, the adopted state budget effectively eliminated these reductions and replaced them with deferrals. The most impactful items for the 2020-21 budget are as follows:

- Local Control Funding Formula base grants have been restored to 2019-20 levels for flat year-over-year base funding
- Categorical program cuts, such as CTE, were eliminated and brought back to full funding
- State aid payments in 2021 have been deferred as follows:
 - February – 53% deferred 9 months until November
 - March – 82% deferred 7 months until October
 - April – 82% deferred 5 months until September
 - May – 82% deferred 3 months until August
 - June – 100% delayed 1 month until July
- Early federal support from the CARES act appropriated \$1.47B to California to help fund a Local Educational Agencies (LEAs) COVID-19 response
- Learning Loss Mitigation Funding (LLMF) appropriates \$5.33B from three different funding sources to be allocated to LEAs in order to support transitional Kindergarten through 12th grade pupil academic achievement and mitigate learning loss related to COVID-19. The LLMF has been allocated by three distinct formulas with different eligibility criterion as shown in the table below.
 - Independent Study or Non-classroom Based (NCB) schools are only eligible for the \$979M allocation

Total	Sources	Distribution Formula	Eligible LEAs
\$1.5 billion (NCB Ineligible)	\$355,227,000 (GEER) \$1,144,773,000 (CR)	Based on an equal amount per pupil age 3-22 with exceptional needs using the 2019–20 Fall 1 Census	School districts, county offices of education and classroom based direct-funded charter schools; a classroom-based locally funded charter school will be included in the chartering authority's application and funding
\$2.8 billion (NCB Ineligible)	\$2,855,227,000 (CR)	Distributed proportionally based on LEA supplemental and concentration grant funding as of the 2019–20 second principal apportionment	School districts, county offices of education and classroom based direct-funded charter schools; a classroom-based locally funded charter school will be included in the chartering authority's application and funding
\$979 million (NCB eligible)	\$539,926,000 (GF) \$439,844,000 (CR)	Distributed proportionally based on the LEA local control funding formula (LCFF) entitlement	School districts, county offices of education and charter schools; a locally funded charter school will be included in the chartering authority's application and funding
\$5,334,997,000	\$5,334,997,000 (All Sources)	Vary by source	Vary by source

After the drastic cuts from the Governor's May Revised budget, salary step increases were frozen at the start of the 2020-21 school year.

The 2020-21 education budget trailer bill, Senate Bill 98, removes the requirement for local education agencies (LEAs) to submit a Local Control and Accountability Plan (LCAP) for the 2020-21 school year, substituting a new requirement for LEAs to adopt a Learning Continuity and Attendance Plan (Learning Continuity Plan) by September 30, 2020. Given the new plan's extensive contents and process, the timeline to develop the plan is short. This article outlines the new requirement, including reminding readers about how to demonstrate increased and improved services for "high needs" students, a key LCAP component which migrates to the Learning Continuity Plan this year.

Budget Information

Based on School Services of California (SSC) School District and Charter School Financial Projection Dashboard 2020-21 Governor's Budget and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo's February Revised Operational Budget.

Table 1:

Funding for FY 2020-21 February Revised Operational Budget	
Gr. K-3 Base Grant	\$7,702
Gr. 4-6 Base Grant	\$7,818
Gr. 7-8 Base Grant	\$8,050
Gr. 9-12 Base Grant	\$9,329
Estimated Cost of Living Allowance (COLA)	0.00%
Audeo's Unduplicated Pupil Percentage (Rolling Average)	57.23%
District's Unduplicated Pupil Percentage (Highest Moreno Valley UPP)	84.31%

Revenues were calculated based on the following enrollment and ADA projections:

ENROLLMENT AND ADA – PROJECTED VERSUS ACTUAL DATA:

Table 2:

Description	2020-21 (Projected P-2)	2019-20 (Actual P-2)	2018-19 (Actual P-2)
Enrollment	755	564	595
ADA:			
Grade K-6	92.90	92.90	56.33
Grade 7-8	64.16	64.16	80.30
Grade 9-12	439.31	439.31	423.55
Total ADA	596.37	596.37	560.18

REVENUE PROJECTIONS

Table 3:

DESCRIPTION	FY 2020-21
LCFF Sources	\$6,176,905
Federal Revenues	\$923,080
State Revenues Other than LCFF	\$992,727
Local Revenues	\$37,000
Total Projected Revenues	\$8,129,712

- **In Lieu of Property Tax** of \$6,696.05 per Current Year (CY) P-2 ADA based on FY 2019-20 P-2 rate for San Diego Unified School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery funds** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior years Annual ADA and adjusted in the subsequent year. Rates used are based on School Services of California's latest estimates: \$49 for Prop 20 (Lottery: Instructional Materials) and \$150 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal funds**

Titles I, II, III and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2020-21.

ESSA: School Improvement (CSI) Funding for LEAs:

Audeo was granted 2019-20 ESSA CSI funds in the amount of \$170,123 of which will be spent on improving Audeo's graduation rates. Unspent CSI funds from prior year in the amount of \$27,329 will be spent this year.

Elementary and Secondary School Emergency, Relief (ESSER) Fund:

The Coronavirus Aid, Relief, and Economic Security (CARES) Act provides funding to LEAs through Section 18003 of the Elementary and Secondary School Emergency Relief (ESSER) Fund, to address the impact of COVID-19 on elementary and secondary schools. CDE provided an apportionment of \$93,074 of which this amount is included in the budget.

Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. Audeo calculated its apportionment of ESSER II funds by comparing its original ESSER apportionment to the state minimum LEA distribution from ESSER. Audeo's ESSER II allocation is estimated to be \$381,213 which is included in Audeo's budget.

- **Learning Loss Mitigation Funding** is a combination of CARES Act Coronavirus Relief (CR) and the State's General Fund (GF) to support transitional kindergarten through 12th grade pupil academic achievement and mitigate learning loss related to COVID-19. CDE provided an apportionment of \$97,653 of which is included in the budget.
- **Special Education funds** are based on the current projections of El Dorado Charter SELPA. **State revenues** are projected at \$625 per estimated CY P-2 ADA while **Federal IDEA** revenues are projected at \$125 per prior year (PY) California Basic Educational Data System (CBEDS) count.
- **Educationally Related Mental Health Services (ERMHS) Level 1** funding of \$10 per PY ADA is allocated to support anticipated increases in mental health needs across the entire student population resulting from extended COVID-related conditions.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controller's Office. Audeo chose to receive the block grant which is based on PY P-2 ADA with funding rates of \$16.86 for Grades K-8 and \$46.87 for Grades 9-12.
- **Career Technical Education Incentive Grant Program (CTE)** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Audeo was granted a total amount of \$348,029. This amount will be spent in FY 2020-21.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY for 2020-21:

Table 4:

POSITIONS	OBJECT CODE	FTE (Full-Time Equivalent)
Teachers (Gen. Ed, Special Education, Instructional Lead)*	1100	31.95
Cert. Pupil Support (Counselors/Nurse/Psychologist/Social Worker)	1200	1.90
Certificated Supervisor & Administrator	1300	2.40
Other Certificated Teacher Resource (CTR)	1900	6.0
Classified Support (Admin Support)	2200	0.15
Classified Supervisor & Administrator	2300	0.90
Clerical, Technical & Office Staff	2400	3.26
Other Classified (Administrative Support)	2900	0.10
TOTAL FTE POSITIONS BUDGETED		46.66

- * To ensure compliance with Special Education regulations, FTE positions for Special Ed are computed at one Resource Specialist for every 28 caseload. We calculate the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. Currently, Audeo's Special Ed population is at 19.8%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following FY 2020-21 rates:

Table 5:

	OBJECT CODE	CERTIFICATED	CLASSIFIED
STRS (Teachers Retirement)	3111-3112	16.15%	
PERS (Classified Retirement)	3211-3212		20.70%
OASDI (Social Security)	3311-3312		6.20%
MEDICARE	3321-3322	1.45%	1.45%
Health & Welfare – Self-Insured Plan	3401-3402		
<div> <div></div> <div>Monthly Rates</div> <div> <div>- Medical</div> <div>\$1,800</div> </div> <div> <div>- Dental</div> <div>\$120</div> </div> <div> <div>- Vision</div> <div>\$27</div> </div> <div> <div>- Life Ins.</div> <div>.000114</div> </div> </div>			
State Unemployment Insurance	3501-3601	0.05%	0.05%
Worker Compensation Insurance	3601-3602	1.06%	1.06%

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado SELPA Admin Fee, software licenses, and legal fees.

Below is the total budget amount for object code 5800 and its percentage to total budget:

Table #6:

Description	FY 20-21	
Professional/Consulting Services and Other Operating Expenses	\$753,040	9.26%

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G) Audeo Charter School will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of the Audeo Charter School reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo has deployed an integrated marketing plan to support organizational growth. To reach Audeo's target audience, messaging has been tailored for the following mediums: Television, Radio, Billboards, Street Posters, Postcards, Email,

Mobile, Facebook, and Bus Ads. Audeo has allocated the following for its marketing expenditures:

Table #7:

Description	FY 2020-21
Marketing Expenses	\$18,187
% to total budget	0.22%

DISTRICT OVERSIGHT FEES

Audeo will pay its authorizing District, San Diego Unified School District (SDUSD) oversight fees of **3 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation **oversight fees**:

- Object Code 8011 – State Aid
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid – Prior Year
- Object Code 8019 - EPA – Prior Year
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Table #8:

Description	FY 2020-21
3% Oversight Fees	\$185,307

RESERVES

Audeo has allocated the following for reserves:

Table #9:

Description	FY 2020-21
Reserves	\$243,892
% to total budget	3%

FACILITIES

Audeo carries contract lease agreements with an annual cost of \$338,627 for FY 2020-2021. The total cost of the current lease contracts from July 2020 thru the end of the lease term (Year 2022) is \$642,952. Audeo has allocated reserves for this amount. Per the Reserve Policy adopted by the Board, the School shall designate a Contingency/Strategic Reserve Fund in order to provide a strategic reserve for the School. One of the components of the Contingency/Strategic Reserve Fund is the contractual obligation for facility leases.



**FEBRUARY REVISED OPERATIONAL BUDGET
FY 2020-2021**

REVENUES

DESCRIPTION	Account Codes		FEBRUARY REVISED BUDGET		REVISED PRELIM BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA - LCFF						
LCFF State Aid	8011	\$	2,064,308.00	\$	2,123,849.00	\$ (59,541.00)
Education Protection Account	8012		119,274.00		119,274.00	-
In Lieu of Property Tax	8096		3,993,323.00		3,993,323.00	-
						-
TOTAL, LCFF ENTITLEMENT		\$	6,176,905.00	\$	6,236,446.00	\$ (59,541.00)
FEDERAL REVENUES						
Federal IDEA	8181	\$	63,750.00	\$	63,750.00	\$ -
Special Ed - IDEA Mental Health Services	8182		13,856.00		-	13,856.00
ESSA: School Improvement Funding for LEAS	8290		197,452.00		200,123.00	(2,671.00)
Title I, Part A - Basic Grants Low-Income & Neglected	8290		100,391.00		113,018.00	(12,627.00)
Title II, Part A - Improving Teacher Quality Program	8290		14,410.00		15,354.00	(944.00)
Title III - Limited English Proficient Study Program	8290		4,576.00		5,980.00	(1,404.00)
Title IV Part A-Student Support & Academic Enrichment	8290		10,000.00		10,000.00	-
Elementary and Secondary School Emergency Relief Fund (ESSER)	8290		93,593.00		93,074.00	519.00
Elementary and Secondary School Emergency Relief Fund (ESSER II)	8290		381,213.00		-	381,213.00
CR -Learning Loss Mitigation	8290		43,839.00		43,839.00	-
						-
TOTAL, FEDERAL REVENUES		\$	923,080.00	\$	545,138.00	\$ 377,942.00
STATE REVENUES OTHER THAN LCFF						
Mandate Block Grant	8550	\$	23,238.00	\$	23,238.00	\$ -
Lottery Unrestricted - Non Prop-20	8560		91,468.00		93,433.00	(1,965.00)
Lottery Unrestricted - Non Prop-20 PY	8560		6,686.00		-	6,686.00
Lottery Restricted - Prop 20	8560		28,735.00		30,521.00	(1,786.00)
Lottery Restricted - Prop 20 PY	8560		2,062.00		-	2,062.00
CTE - Career Technical Education Incentive Grant Program	8590		348,029.00		348,030.00	(1.00)
Special Education	8792		372,731.00		372,731.00	-
Special Education - Mental Health Services - Level 1	8590		5,964.00		-	5,964.00
Special Education - Mental Health Services - Level 2	8590		60,000.00		108,900.00	(48,900.00)
GF-Learning Loss Mitigation	8590		53,814.00		53,814.00	-
					-	-
TOTAL, STATE REVENUES		\$	992,727.00	\$	1,030,667.00	\$ (37,940.00)
LOCAL REVENUES						
Interest Income	8660	\$	35,000.00	\$	60,000.00	\$ (25,000.00)
All Other Local Revenue	8699		2,000.00		2,500.00	(500.00)
TOTAL, LOCAL REVENUES		\$	37,000.00	\$	62,500.00	\$ (25,500.00)
TOTAL, REVENUES		\$	8,129,712.00	\$	7,874,751.00	\$ 254,961.00



**FEBRUARY REVISED OPERATIONAL BUDGET
FY 2020-2021**

EXPENDITURES

DESCRIPTION	Account Codes		FEBRUARY REVISED BUDGET	REVISED PRELIM BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES					
Teachers' Salaries	1100	\$	2,794,944.00	\$ 2,598,856.00	\$ 196,088.00
Certificated Pupil Support Salaries	1200		235,752.00	177,504.00	58,248.00
Certificated Supervisor & Adm. Salaries	1300		392,457.00	364,285.00	28,172.00
Other Certificated Salaries	1900		161,958.00	211,311.00	(49,353.00)
TOTAL, CERTIFICATED SALARIES		\$	3,585,111.00	\$ 3,351,956.00	\$ 233,155.00
CLASSIFIED SALARIES					
Classified Support Salaries	2200	\$	16,795.00	16,313.00	\$ 482.00
Classified Supervisor and Administrator Salaries	2300		144,044.00	149,581.00	(5,537.00)
Clerical, Technical and Office Salaries	2400		186,005.00	194,778.00	(8,773.00)
Other Classified Salaries	2900		10,502.00	10,358.00	144.00
TOTAL, CLASSIFIED SALARIES		\$	357,346.00	\$ 371,030.00	\$ (13,684.00)
EMPLOYEE BENEFITS					
STRS Retirement	3100	\$	581,060.00	\$ 541,341.00	\$ 39,719.00
PERS Retirement	3200		70,205.00	76,614.00	(6,409.00)
Social Security/Medicare	3300		77,838.00	75,088.00	2,750.00
Health and Welfare	3400		943,725.00	853,641.00	90,084.00
Unemployment Insurance	3500		1,971.00	1,864.00	107.00
Workers Compensation	3600		43,609.00	41,542.00	2,067.00
TOTAL EMPLOYEE BENEFITS		\$	1,718,408.00	\$ 1,590,090.00	\$ 128,318.00
TOTAL PERSONNEL COST		\$	5,660,865.00	\$ 5,313,076.00	\$ 347,789.00



**FEBRUARY REVISED OPERATIONAL BUDGET
FY 2020-2021**

EXPENDITURES

DESCRIPTION	Account Codes		FEBRUARY REVISED BUDGET		REVISED PRELIM BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES						
Textbooks	4100	\$	45,473.00	\$	27,000.00	\$ 18,473.00
Books other than Textbooks	4200		7,258.00		16,717.00	(9,459.00)
Instructional Materials and Supplies	4300		79,811.00		83,526.00	(3,715.00)
On Line Courses	4312		49,837.00		74,779.00	(24,942.00)
Noncapitalized Equipment	4400		59,894.00		65,060.00	(5,166.00)
Food	4700		3,500.00		6,500.00	(3,000.00)
TOTAL, BOOKS AND SUPPLIES		\$	245,773.00	\$	273,582.00	\$ (27,809.00)
SERVICES, OTHER OPERATING EXPENSES						
Travel and Conference	5200	\$	31,215.00	\$	27,385.00	\$ 3,830.00
Dues and Memberships	5300		12,490.00		15,500.00	(3,010.00)
Liability Insurance	5400		41,624.00		37,714.00	\$ 3,910.00
Operations and Housekeeping Services	5500		143,429.00		159,200.00	(15,771.00)
Rental, Leases & Repairs	5600		462,493.00		509,756.00	(47,263.00)
Prof/Consulting Services/Oper. Expenses	5800		734,853.00		759,393.00	(24,540.00)
Marketing	5812		18,187.00		62,998.00	(44,811.00)
Communication	5900		118,136.00		49,700.00	\$ 68,436.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$	1,562,427.00	\$	1,621,646.00	\$ (59,219.00)
CAPITAL OUTLAY						
Depreciation - Leasehold Improvements	6900	\$	307,763.00	\$	337,159.00	(29,396.00)
Depreciation - Equipment	6900		103,180.00		88,257.00	\$ 14,923.00
TOTAL, CAPITAL OUTLAY		\$	410,943.00	\$	425,416.00	\$ (14,473.00)
OTHER OUTGO						
Debt Service Payment - Interest (Capitalized Leases)	7438	\$	5,812.00	\$	4,789.00	\$ 1,023.00
TOTAL, OTHER OUTGO		\$	5,812.00	\$	4,789.00	\$ 1,023.00
RESERVES						
Operation Reserve (Non-Payroll Exp.)	9780	\$	121,946.00	\$	118,121.00	\$ 3,825.00
Reserve for Economic Uncertainties	9789		121,946.00		118,121.00	3,825.00
TOTAL, RESERVES		\$	243,892.00	\$	236,242.00	\$ 7,650.00
%			3.00%		3.00%	
TOTAL, EXPENDITURES		\$	8,129,712.00	\$	7,874,751.00	\$ 254,961.00

Charter School First Interim Report

FY 2020-2021

For the Period July 1 2020 through October 31, 2020

Accrual Basis

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Charter Schools Accounting Office

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Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	28

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Revised Date: 10/21/2020

		A	B	C	D	(A + C) E	(B + D) F	(E + H) G	(G - E) H
Description	Object Code	Unrestricted Budget	Unrestricted Actuals through 10/31/20	Restricted Budget	Restricted Actuals through 10/31/20	Total Budget	Total Actuals through 10/31/20	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
A. REVENUES (8000-8799)									
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)									
LCFF State Aid - Current Year (CY) (Res 0000)	8011	6,629,958	1,885,118			6,629,958	1,885,118	6,629,958	-
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	331,772	82,943			331,772	82,943	331,772	-
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019	-	-			-	-	-	-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	11,107,810	2,888,031			11,107,810	2,888,031	11,107,810	-
Other LCFF Transfers	8091, 8097	-	-			-	-	-	-
Total, LCFF Sources		18,069,540	4,856,092	-	-	18,069,540	4,856,092	18,069,540	-
2. Federal Revenues (8100-8299)									
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290			405,412	90,540	405,412	90,540	405,412	-
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290			48,425	10,890	48,425	10,890	48,425	-
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290			22,037	5,034	22,037	5,034	22,037	-
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290			-	-	-	-	-	-
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290			-	-	-	-	-	-
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290			33,306	7,469	33,306	7,469	33,306	-
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290			-	-	-	-	-	-
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181			181,250	-	181,250	-	181,250	-
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182			-	-	-	-	-	-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220			-	-	-	-	-	-
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110			-	-	-	-	-	-
Other Federal Revenues (All other resources not reported separately)	8100-8299			471,624	174,496	471,624	174,496	471,624	-
Total - Federal Revenues		-	-	1,162,054	288,429	1,162,054	288,429	1,162,054	-
3. Other State Revenues (8300-8599)									
State Special Education (Res 6500)	8792			1,036,788	280,068	1,036,788	280,068	1,036,788	-
State Special Education Mental Health Services (Res 6512)	8590			337,969	-	337,969	-	337,969	-
Mandate Block Grant (Res 0000)	8550	71,382				71,382	-	71,382	-
After School Education and Safety (ASES) (Res 6010)	8677, 8590	-				-	-	-	-
Common Core Standards Implementation (Res 7405)	8590	-				-	-	-	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590	-				-	-	-	-
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590	-				-	-	-	-
Lottery, Unrestricted (Res 1100)	8560	259,800				259,800	-	259,800	-
Lottery, Restricted - Prop 20 (Res 6300)	8560			84,868		84,868	-	84,868	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590			-		-	-	-	-
Other State Revenues (All other resources not reported separately)	8300-8599			266,918	255,713	266,918	255,713	266,918	-
Total - Other State Revenues		331,182	-	1,726,543	535,781	2,057,725	535,781	2,057,725	-
4. Local Revenue (8600-8799)									
All Local Revenues	8600-8799	207,650	67,889			207,650	67,889	207,650	-
Total - Local Revenues		207,650	67,889	-	-	207,650	67,889	207,650	-
5. TOTAL REVENUES		18,608,372	4,923,981	2,888,597	824,210	21,496,969	5,748,191	21,496,969	-
B. EXPENDITURES AND OTHER OUTGO (1000-7499)									
1. Certificated Salaries									
Teachers' Salaries	1100	4,534,940	1,558,916	1,937,311	640,248	6,472,251	2,199,164	6,472,251	-
Pupil Support Salaries	1200	485,362	154,144	84,633	30,076	569,995	184,220	569,995	-
Supervisors' and Administrators' Salaries	1300	504,755	164,699	58,481	34,873	563,236	199,572	563,236	-
Other Certificated Salaries	1900	476,134	93,625	26,851	9,737	502,985	103,362	502,985	-
Total, Certificated Salaries		6,001,190	1,971,384	2,107,277	714,934	8,108,467	2,686,318	8,108,467	-

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Description	Object Code	Unrestricted Budget	Unrestricted Actuals through 10/31/20	Restricted Budget	Restricted Actuals through 10/31/20	Total Budget	Total Actuals through 10/31/20	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
2. Classified Salaries									-
Instructional Salaries	2100	38,233	10,294			38,233	10,294	38,233	-
Support Salaries	2200	140,608	45,203			140,608	45,203	140,608	-
Supervisors' and Administrators' Salaries	2300	560,537	183,513			560,537	183,513	560,537	-
Clerical and Office Salaries	2400	1,057,211	346,800			1,057,211	346,800	1,057,211	-
Other Classified Salaries	2900	45,008	14,002			45,008	14,002	45,008	-
Total, Classified Salaries		1,841,597	599,812	-	-	1,841,597	599,812	1,841,597	-
3. Employee Benefits									-
STRS	3101-3102	987,929	323,689	337,802	112,939	1,325,731	436,627	1,325,731	-
PERS	3201-3202	360,429	117,234			360,429	117,234	360,429	-
OASDI/Medicare (Social Security)	3301-3302	222,634	68,196	30,680	10,408	253,314	78,604	253,314	-
Health and Welfare Benefits	3401-3402	1,919,384	591,907	499,256	162,820	2,418,640	754,726	2,418,640	-
Unemployment Insurance	3501-3502	3,921	1,286	1,054	358	4,975	1,643	4,975	-
Workers' Compensation Insurance	3601-3602	73,316	24,046	19,725	6,692	93,041	30,737	93,041	-
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-
Total, Employee Benefits		3,567,613	1,126,356	888,517	293,216	4,456,130	1,419,572	4,456,130	-
4. Books and Supplies									-
Approved Textbooks and Core Curricula Materials	4100			44,829	11,491	44,829	11,491	44,829	-
Books and Other Reference Materials	4200	11,500		500		12,000	-	12,000	-
Materials and Supplies	4300	185,600	159,367	251,291	24,920	436,891	184,287	436,891	-
Non-capitalized Equipment	4400	1,768	19,035	110,865	41,316	112,633	60,351	112,633	-
Food (Food used in food-service activities for which the purpose is nutrition)	4700	18,000	37			18,000	37	18,000	-
Total, Books and Supplies		216,868	178,439	407,485	77,727	624,353	256,166	624,353	-
5. Services and Other Operating Expenditures									-
Subagreements for Services	5100					-	-	-	-
Travel and Conferences	5200	79,619	16,084	23,893	7,760	103,512	23,844	103,512	-
Dues and Memberships	5300	45,000	23,797			45,000	23,797	45,000	-
Insurance	5400	122,000	58,327	1,000	583	123,000	58,911	123,000	-
Operations and Housekeeping Services	5500	318,251	109,504	44,749		363,000	109,504	363,000	-
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	1,800,101	716,998	68,238	14,638	1,868,339	731,636	1,868,339	-
Transfer of Direct Costs (<i>MUST net to zero</i>)	5700					-	-	-	-
Prof/Consulting Svcs and Operating Expend (<i>Include District Oversight</i>)	5800	1,027,463	296,329	816,941	168,898	1,844,404	465,227	1,844,404	-
Communications	5900	178,778	100,093	84,622	21,144	263,400	121,237	263,400	-
Total, Services and Other Operating Expenditures		3,571,212	1,321,131	1,039,443	213,024	4,610,655	1,534,154	4,610,655	-
6. Capital Outlay									-
Depreciation Expense (See Sections G.9 & F.2.a)	6900	1,193,358	349,788			1,193,358	349,788	1,193,358	-
Total, Capital Outlay		1,193,358	349,788	-	-	1,193,358	349,788	1,193,358	-
7. Other Outgo									-
Tuition to Other Schools (<i>Include contribution to unfunded cost of Sp Ed.</i>)	7110-7143					-	-	-	-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213					-	-	-	-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223					-	-	-	-
All Other Transfers	7280-7299					-	-	-	-
Transfers of Indirect Costs (<i>MUST net to zero</i>)	7300-7399	(20,665)	(548)	20,665	548	-	-	-	-
Debt Service - Interest	7430-7439	17,500				17,500		17,500	-
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439					-	-	-	-
Total, Other Outgo		(3,165)	(548)	20,665	548	17,500	-	17,500	-
8. TOTAL EXPENDITURES		16,388,673	5,546,362	4,463,387	1,299,449	20,852,060	6,845,810	20,852,060	-
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,219,699	(622,381)	(1,574,790)	(475,238)	644,909	(1,097,619)	644,909	

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D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)									
1. All Other Financing Sources	8930-8979					-	-	-	
2. Other Uses	7630-7699					-	-	-	
3. Contributions between unrestricted and restricted accounts (<i>MUST</i> net to zero) (<i>Include contribution to the unfunded cost of Special Education</i>)	8980-8999	(1,612,630)		1,612,630		-	-	-	
4. TOTAL OTHER FINANCING SOURCES/USES		(1,612,630)	-	1,612,630	-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		607,069	(622,381)	37,840	(475,238)	644,909	(1,097,619)	644,909	
F. FUND BALANCE/NET POSITION (<i>Budget and Actuals MUST match</i>) (F.1.a-b)									
1. Beginning Fund Balance/Net Position									
a. July 1 (<i>MUST</i> match EFB/Net Position of PY Unaudited Actuals, Section F.2)	9791	32,935,346	32,935,346	126,444	126,444	33,061,790	33,061,790	33,061,790	
b. Adjustments/Restatements	9793, 9795	-	-	-	-	-	-	-	
c. Adjusted Beginning Fund Balance/Net Position		32,935,346	32,935,346	126,444	126,444	33,061,790	33,061,790	33,061,790	
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)	See cell M128	33,542,415	32,312,965	164,283	(348,794)	33,706,699	31,964,170	33,706,699	
Components of Ending Net Position									
a. Net Investment in Capital Assets (<i>See Sections B.6 and G.9</i>)	9796		19,716,583				19,716,583		
b. Restricted Net Position	9797				(348,794)		(348,794)		
c. Unrestricted Net Position	9791		12,596,382		-		12,596,382		
G. ASSETS									
1. Cash									
In County Treasury	9110		7,144,105		499,321		7,643,426		
Fair Value Adjustment to Cash in County Treasury	9111						-		
In Banks	9120		7,040,836		(1,070,551)		5,970,286		
In Revolving Fund	9130						-		
With Fiscal Agent/Trustee	9135		1,900,000				1,900,000		
Collections Awaiting Deposit	9140						-		
2. Investments	9150		103,693				103,693		
3. Accounts Receivable	9200						-		
4. Due From Grantor Government	9290		5,892		341,506		347,398		
5. Due From Other Funds	9310						-		
6. Stores	9320						-		
7. Prepaid Expenditures (Expenses)	9330		225,228				225,228		
8. Other Current Assets	9340		59,150				59,150		
9. Capital Assets (<i>See Sections B.6 & F.2.a</i>)	9400-9489		19,716,583				19,716,583		
10. Total Assets			36,195,488		(229,724)		35,965,764		
H. DEFERRED OUTFLOWS OF RESOURCES									
1. Deferred Outflows of Resources	9490						-		
2. Total Deferred Outflows			-		-		-		

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I. LIABILITIES									
1. Accounts Payable	9500		264,054		37,657		301,711		
2. Due to Grantor Government	9590				81,414		81,414		
3. Due to Other Funds	9610						-		
4. Current Loans	9640		1,368,641				1,368,641		
5. Deferred Revenue	9650						-		
6. Long-term Liabilities	9660-9669		2,249,829				2,249,829		
7. Total Liabilities			3,882,523		119,071		4,001,594		
J. DEFERRED INFLOWS OF RESOURCES									
1. Deferred Inflows of Resources	9690						-		
2. Total Deferred inflows of Resources			-		-		-		
K. ENDING FUND BALANCE/NET POSITION, October 31, 2020									
1. Ending Fund Balance/Net Position (G10+H2-I7-J2)			32,312,965		(348,794)		31,964,170		
(MUST agree with F.2)									

The Charter School of **SAN DIEGO**

Assumptions for February Revised Operational Budget FY 2020-21

The Charter School of San Diego (CSSD) is an independent study program. CSSD takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like CSSD, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. CSSD is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented a new way of funding public schools, including charter schools, in the 2013-14 school year called **Local Control Funding Formula (LCFF)**. Since its implementation, LCFF Gap funding has been provided to help bridge the gap between prior funding levels and target LCFF levels. Beginning with the 2018-19 fiscal year, LCFF funding targets have been achieved and gap funding is no longer needed. Future LCFF growth will be attributable to the application of the COLA to the base grant.

The new formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for CSSD is 67.75%.
- * **Concentration Grant** equal to 50 percent of the adjusted base grant multiplied by ADA and the percentage of targeted pupils exceeding 55% of an LEA's enrollment.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP is a three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

COVID-19 Impact

The effects of the pandemic are far reaching. This section attempts to summarize the impact on our 2020-21 revised budget and LCAP.

After the Governor's May Revised budget, we prepared for decreased LCFF base grant revenues by 7.92% from 2019-20 funding levels and a 51.6% reduction in Career and Technical Education (CTE) Grant funding. However, the adopted state budget effectively eliminated these reductions and replaced them with deferrals. The most impactful items for the 2020-21 budget are as follows:

- Local Control Funding Formula base grants have been restored to 2019-20 levels for flat year-over-year base funding
- Categorical program cuts, such as CTE, were eliminated and brought back to full funding
- State aid payments in 2021 have been deferred as follows:
 - February– 53% deferred 9 months until November
 - March – 82% deferred 7 months until October
 - April – 82% deferred 5 months until September
 - May – 82% deferred 3 months until August
 - June – 100% delayed 1 month until July
- Early federal support from the CARES act appropriated \$1.47B to California to help fund a Local Educational Agencies (LEAs) COVID-19 response
- Learning Loss Mitigation Funding (LLMF) appropriates \$5.33B from three different funding sources to be allocated to LEAs in order to support transitional Kindergarten through 12th grade pupil academic achievement and mitigate learning loss related to COVID-19. The LLMF has been allocated by three distinct formulas with different eligibility criterion as shown in the table below.
 - Independent Study or Non-classroom Based (NCB) schools are only eligible for the \$979M allocation

Total	Sources	Distribution Formula	Eligible LEAs
\$1.5 billion (NCB Ineligible)	\$355,227,000 (GEER) \$1,144,773,000 (CR)	Based on an equal amount per pupil age 3-22 with exceptional needs using the 2019–20 Fall 1 Census	School districts, county offices of education and classroom based direct-funded charter schools; a classroom-based locally funded charter school will be included in the chartering authority's application and funding
\$2.8 billion (NCB Ineligible)	\$2,855,227,000 (CR)	Distributed proportionally based on LEA supplemental and concentration grant funding as of the 2019–20 second principal apportionment	School districts, county offices of education and classroom based direct-funded charter schools; a classroom-based locally funded charter school will be included in the chartering authority's application and funding
\$979 million (NCB eligible)	\$539,926,000 (GF) \$439,844,000 (CR)	Distributed proportionally based on the LEA local control funding formula (LCFF) entitlement	School districts, county offices of education and charter schools; a locally funded charter school will be included in the chartering authority's application and funding
\$5,334,997,000	\$5,334,997,000 (All Sources)	Vary by source	Vary by source

After the drastic cuts from the Governor's May Revised budget, salary step increases were frozen at the start of the 2020-21 school year.

The 2020-21 education budget trailer bill, Senate Bill 98, removes the requirement for local education agencies (LEAs) to submit a Local Control and Accountability Plan (LCAP) for the 2020-21 school year, substituting a new requirement for LEAs to adopt a Learning Continuity and Attendance Plan (Learning Continuity Plan) by September 30, 2020. Given the new plan's extensive contents and process, the timeline to develop the plan is short. This article outlines the new requirement, including reminding readers about how to demonstrate increased and improved services for "high needs" students, a key LCAP component which migrates to the Learning Continuity Plan this year.

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2021-22 Governor's Budget and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build CSSD's February Revised Operational Budget.

Table 1:

Description	FY 2020-21
Grades 4-6 Base Grant	\$7,818
Grades 7-8 Base Grant	\$8,050
Grades 9-12 Base Grant	\$9,329
Statutory Cost of Living Allowance (COLA)	0.00%
CSSD's Unduplicated Pupil Percentage (Rolling Average)	67.75%
District's Unduplicated Pupil Percentage (SDUSD)	60.50%

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2020-21 (Projected P-2)	FY 2019-20 (Actual P-2)	FY 2018-19 (Actual P-2)
Enrollment	1,843	1,456	1,817
ADA:			
Grade 4-6	37.54	37.54	19.47
Grade 7-8	174.68	174.68	172.96
Grade 9-12	1,446.64	1,446.64	1,495.67
Total ADA	1,658.86	1,658.86	1,688.10

REVENUE PROJECTIONS

Table 3:

Description	FY 2020-21
LCFF Sources	\$18,081,046
Federal Revenues	1,658,989
State Revenues Other than LCF	2,007,243
Local Revenues	182,747
Total Projected Revenues	\$21,930,025

- **In Lieu of Property Taxes** of \$6,696.05 per current year (CY) P-2 ADA is based on FY 2019-20 P-2 rate for San Diego Unified School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$49 for Prop 20 (Lottery: Instructional Materials) and \$150 for Non-Prop 20 for (Lottery: Unrestricted).

- **Federal Funds**

Titles I, II, III, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2020-21.

ESSA: School Improvement (CSI) Funding for LEAs:

CSSD was granted 2019-20 ESSA CSI funds in the amount of \$170,123. The project period for this grant began on March 25, 2020 and ends on September 30, 2021. Total expenditures for FY 2019-20 amounted to \$158,529. Remaining amount of \$11,594 was spent in the first half of FY 2020-21.

CSSD's preliminary allocation amount for 2020-21 CSI funds is \$170,283. The project period for this grant begins on February 15, 2021 and ends on September 30, 2022. CSSD has projected to spend \$34,394 of its 2020-21 CSI funds for this FY and the remaining balance of \$135,889 next FY.

Elementary and Secondary School Emergency Relief (ESSER) Fund:

The Coronavirus Aid, Relief, and Economic Security (CARES) Act provides funding to LEAs through Section 18003 of the Elementary and Secondary School Emergency Relief (ESSER) Fund, to address the impact of COVID-19 on elementary and secondary schools. CDE provided an apportionment of \$335,732 of which this amount is included in the budget.

Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. CSSD calculated its apportionment of ESSER II funds by comparing its original ESSER apportionment to the state minimum LEA distribution from ESSER. CSSD's ESSER II allocation is estimated to be \$1,367,468 and of that amount it has included \$403,006 in this budget.

- **Learning Loss Mitigation Funding** is a combination of CARES Act Coronavirus Relief (CR) and the state's General Fund (GF) to support transitional Kindergarten through 12th grade pupil academic achievement and mitigate learning loss related to COVID-19. CDE provided an apportionment of \$126,162 of CR Fund and \$154,869 of GF which are included in the budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$625 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$125 per PY California Basic Educational Data System (CBEDS) count.

- **Educationally Related Mental Health Services (ERMHS) Level 1** funding of \$10 per PY ADA is allocated to support anticipated increases in mental health needs across the entire student population resulting from extended COVID-related conditions.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. CSSD chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$16.86 for Grades K-8 and \$46.87 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. CSSD included the \$112,049 CTE grant for this fiscal year.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 20-21
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	76.40
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	5.10
Certificated Supervisor & Administrator	1300	3.10
Other Certificated Teacher Resource (CTR)	1900	15.00
Classified Instructional Support (RCAs)	2100	1.00
Classified Support (Admin Support)	2200	1.85
Classified Supervisor & Administrator	2300	3.15
Clerical, Technical & Office Staff	2400	20.37
Other Classified (Administrative Support)	2900	0.40
TOTAL FTE POSITIONS BUDGETED		126.37

- * To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2020-21, we estimated the Special Ed population at 26%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	16.15%	
PERS (Classified Retirement)	3211-12		20.70%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$1,700	3401-02		
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .000095			
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	0.93%	0.93%

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$1,985,317 representing 9.1% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), CSSD will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of CSSD reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. CSSD has deployed an integrated marketing plan to support organizational growth. To reach CSSD's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Facebook, Radio and Bus Ads. For FY 2020-21, CSSD has allocated \$175,440 for marketing expenses included in the object code 5800 and represents 0.8% of its total budget.

DISTRICT OVERSIGHT FEES

CSSD will pay its authorizing District (San Diego Unified School District) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

CSSD has budgeted \$180,810 for FY 2020-21 for SDUSD oversight fees.

RESERVES

CSSD has allocated reserves of \$657,901 for FY 2020-21 representing 3% of total revenues of \$21,930,025.

FACILITIES

CSSD carries contractual lease agreements with an annual cost of \$1,466,537 for FY 2020-21. The total cost of the current lease contracts from July 2020 thru the end of the lease term (Year 2025) is \$4,984,551. CSSD has allocated reserves for this amount. Per the Reserve Policy adopted by the Board, the School shall designate a Contingency/Strategic Reserve Fund to provide a strategic reserve for the School. One of the components of the Contingency/Strategic Reserve Fund is the contractual obligation for facility leases.

The Charter School of
SAN DIEGO

**February Revised Operational Budget
FY 2020-2021**

REVENUES

DESCRIPTION	ACCOUNT CODES		FEBRUARY REVISED BUDGET	REVISED PRELIM. BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES					
LCFF State Aid - Current Year	8011	+	\$ 6,641,464.00	\$ 6,629,958.00	\$ 11,506.00
Education Protection Account (EPA)	8012	+	331,772.00	331,772.00	-
In Lieu of Property Taxes - Current Year	8096	+	11,107,810.00	11,107,810.00	-
TOTAL, LCFF SOURCES		=	\$ 18,081,046.00	\$ 18,069,540.00	\$ 11,506.00
FEDERAL REVENUES					
Federal Impact Aid	8110	+	\$ 22,363.00	\$ -	\$ 22,363.00
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+	181,250.00	181,250.00	-
Special Ed: IDEA Mental Health Allocation Plan, Part B	8182	+	88,725.00	-	88,725.00
Title I, Part A, Improving Basic Programs	8290	+	360,116.00	405,412.00	(45,296.00)
Title II, Part A, Supporting Effective Instruction	8290	+	45,130.00	48,425.00	(3,295.00)
Title III, Part A, English Learner Student Program	8290	+	20,134.00	22,037.00	(1,903.00)
Title IV, Part A, Student Support and Academic Enrichment	8290	+	30,383.00	33,306.00	(2,923.00)
ESSA: School Improvement Funding for LEAs	8290	+	45,988.00	11,594.00	34,394.00
Elementary & Secondary School Emergency Relief (ESSER) Fund	8290	+	335,732.00	333,868.00	1,864.00
Elementary & Secondary School Emergency Relief (ESSER) II Fund	8290	+	403,006.00	-	403,006.00
Coronavirus Relief Fund (CRF): Learning Loss Mitigation	8290	+	126,162.00	126,162.00	-
TOTAL, FEDERAL REVENUES		=	\$ 1,658,989.00	\$ 1,162,054.00	\$ 496,935.00
STATE REVENUES OTHER THAN LCFF					
Mandate Block Grant	8550	+	\$ 71,382.00	\$ 71,382.00	\$ -
Lottery: Unrestricted	8560	+	259,950.00	259,800.00	150.00
Lottery: Unrestricted - Prior Year	8560	+	(5,351.00)	-	(5,351.00)
Lottery: Instructional Materials	8560	+	84,917.00	84,868.00	49.00
Lottery: Instructional Materials - Prior Year	8560	+	(5,232.00)	-	(5,232.00)
Special Education	8792	+	1,036,788.00	1,036,788.00	-
Special Ed: Mental Health Services - Level 1	8590	+	16,589.00	-	16,589.00
Special Ed: Mental Health Services - Level 2	8590	+	280,800.00	337,969.00	(57,169.00)
Special Ed: Mental Health Services - Level 3	8590	+	482.00	-	482.00
Career Technical Education Incentive Grant Program	8590	+	112,049.00	112,049.00	-
State Learning Loss Mitigation Funds	8590	+	154,869.00	154,869.00	-
TOTAL, STATE REVENUES		=	\$ 2,007,243.00	\$ 2,057,725.00	\$ (50,482.00)
LOCAL REVENUES					
Interest Income	8660	+	\$ 89,199.00	\$ 114,102.00	\$ (24,903.00)
All Other Local Revenue	8699	+	93,548.00	93,548.00	-
TOTAL, LOCAL REVENUES		=	\$ 182,747.00	\$ 207,650.00	\$ (24,903.00)
TOTAL, REVENUES			\$ 21,930,025.00	\$ 21,496,969.00	\$ 433,056.00

The Charter School of
SAN DIEGO

**February Revised Operational Budget
FY 2020-2021**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		FEBRUARY REVISED BUDGET	REVISED PRELIM. BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES					
Certificated Teachers' Salaries	1100	+	\$ 6,868,499.00	\$ 6,472,251.00	\$ 396,248.00
Certificated Pupil Support Salaries	1200	+	557,436.00	569,995.00	(12,559.00)
Certificated Supervisors' & Administrators' Salaries	1300	+	595,720.00	563,236.00	32,484.00
Other Certificated Salaries	1900	+	390,112.00	502,985.00	(112,873.00)
TOTAL, CERTIFICATED SALARIES		=	\$ 8,411,767.00	\$ 8,108,467.00	\$ 303,300.00
CLASSIFIED SALARIES					
Classified Instructional Salaries	2100	+	\$ 34,796.00	\$ 38,233.00	\$ (3,437.00)
Classified Support Salaries	2200	+	137,463.00	140,608.00	(3,145.00)
Classified Supervisors' and Administrators' Salaries	2300	+	560,777.00	560,537.00	240.00
Clerical, Technical and Office Staff Salaries	2400	+	1,059,562.00	1,057,211.00	2,351.00
Other Classified Salaries	2900	+	42,007.00	45,008.00	(3,001.00)
TOTAL, CLASSIFIED SALARIES		=	\$ 1,834,605.00	\$ 1,841,597.00	\$ (6,992.00)
EMPLOYEE BENEFITS					
STRS Retirement	3100	+	\$ 1,375,821.00	\$ 1,325,731.00	\$ 50,090.00
PERS Retirement	3200	+	352,907.00	360,429.00	(7,522.00)
Social Security/Medicare	3300	+	247,452.00	253,314.00	(5,862.00)
Health and Welfare Benefits	3400	+	2,388,414.00	2,418,640.00	(30,226.00)
Unemployment Insurance	3500	+	5,123.00	4,975.00	148.00
Workers Compensation Insurance	3600	+	95,823.00	93,041.00	2,782.00
TOTAL, EMPLOYEE BENEFITS		=	\$ 4,465,540.00	\$ 4,456,130.00	\$ 9,410.00
TOTAL, PERSONNEL COST			\$ 14,711,912.00	\$ 14,406,194.00	\$ 305,718.00

The Charter School of
SAN DIEGO

**February Revised Operational Budget
FY 2020-2021**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		FEBRUARY REVISED BUDGET	REVISED PRELIM. BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES					
Textbooks and Core Curricula Materials	4100	+	\$ 40,591.00	\$ 44,829.00	\$ (4,238.00)
Books and Other Reference Materials	4200	+	7,500.00	12,000.00	(4,500.00)
Materials and Supplies	4300	+	185,762.00	227,510.00	(41,748.00)
On-Line Courses	4312	+	138,811.00	209,381.00	(70,570.00)
Noncapitalized Equipment	4400	+	123,167.00	112,633.00	10,534.00
Food	4700	+	9,000.00	18,000.00	(9,000.00)
TOTAL, BOOKS AND SUPPLIES		=	\$ 504,831.00	\$ 624,353.00	\$ (119,522.00)
SERVICES, OTHER OPERATING EXPENSES					
Travel and Conference	5200	+	\$ 89,537.00	\$ 103,512.00	\$ (13,975.00)
Dues and Memberships	5300	+	41,397.00	45,000.00	(3,603.00)
Liability Insurance	5400	+	150,609.00	123,000.00	27,609.00
Operations and Housekeeping Services	5500	+	433,692.00	363,000.00	70,692.00
Rental, Leases, Repairs & Non-Capitalized Improvements	5600	+	1,874,869.00	1,868,339.00	6,530.00
Professional/Consulting Services/Operating Exp.	5800	+	1,809,877.00	1,672,428.00	137,449.00
Marketing Fees	5812	+	175,440.00	171,976.00	3,464.00
Communications	5900	+	361,498.00	263,400.00	98,098.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		=	\$ 4,936,919.00	\$ 4,610,655.00	\$ 326,264.00
CAPITAL OUTLAY					
Depreciation - Buildings and Leasehold Improvements	6900	+	\$ 819,876.00	\$ 956,170.00	\$ (136,294.00)
Depreciation - Equipment	6900	+	236,086.00	237,188.00	(1,102.00)
TOTAL, CAPITAL OUTLAY		=	\$ 1,055,962.00	\$ 1,193,358.00	\$ (137,396.00)
OTHER OUTGO					
Debt Service Payment - Interest (Main Street Loan)	7438	+	\$ 45,000.00	\$ -	\$ 45,000.00
Debt Service Payment - Interest (Capitalized Leases)	7438	+	17,500.00	17,500.00	-
TOTAL, OTHER OUTGO		=	\$ 62,500.00	\$ 17,500.00	\$ 45,000.00
RESERVES					
Operation Reserve (Non-Payroll Expenses)	9780	+	\$ 328,951.00	\$ 322,455.00	\$ 6,496.00
Reserve for Economic Uncertainties	9789	+	328,950.00	322,454.00	6,496.00
TOTAL, RESERVES		=	\$ 657,901.00	\$ 644,909.00	\$ 12,992.00
%			3.00%	3.00%	
TOTAL, EXPENDITURES			\$ 21,930,025.00	\$ 21,496,969.00	\$ 433,056.00

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

The Charter School of San Diego

CDS code:

37 68338 3730959

Link to the LCAP:

(optional)

<https://charterschool-sandiego.net/about/lcap/>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

TITLE I, PART A
TITLE II, PART A
TITLE III, PART A
TITLE IV, PART A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The School's LCAP highlights the School's priority to transform student lives. The LCAP development cycle is anchored in a meaningful process of stakeholder engagement, a comprehensive Needs Assessment, and Strategic Planning. Each year, the School's Leadership Team conducts a comprehensive review of the School's strengths, weaknesses, opportunities and threats based upon input from stakeholders. This input includes student outcome data, finance data, enrollment information, curriculum data, workforce qualification, technology and safety data, and staff, parent, and student survey results. This review also includes an analysis of performance over the past year(s), including the status of Strategic Initiative Goals and Action Plans, LCAP Goals and Action Plans and WASC Goals and Action Plans.

Based upon this review, the Leadership Team revisits and updates the School's Vision, Mission and Values and its Core Competency. The Senior Leaders identify Strategic Initiatives to be implemented for the school year, and determines action plans, targets and champions for each action. The Board of Directors reviews the Strategic Plan and the LCAP and approves the budget to support ongoing improvement.

Vision Statement

The educational community known as The Charter School of San Diego is committed to the development of a personalized instructional program with intensive parental involvement that demonstrates positive outcomes for each student.

The Charter School of San Diego is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform.

The Charter School of San Diego is committed to collaborative efforts to improve the quality of life for students, their families, its employees, and Southern California.

Mission Statement

The Charter School of San Diego will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

Basic Values

- Kids come first.
- Education at CSSD is personalized, individualized, and high quality.
- CSSD is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.
- CSSD is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and how students learn.
- CSSD employees are accountable for their work.
- People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performances and commitment to the vision of CSSD.
- CSSD is committed to improving the quality of life for students, their families, and the community at large.
- CSSD uses business principles in managing the school.

The School aligns its vision for teaching and learning with state and local priorities in five overarching LCAP goals. These goals articulate a systems approach to improving educational outcomes for all students:

Goal 1: Focuses on Increasing Student Achievement as a DASS School

This goal articulates the data-driven Instructional Program that is centered around the Pathways Personalized Education Plan (PPEP) and a Multi-Tiered System of Support (MTSS).

Goal 2: Focuses on Providing a Standards-Based Broad and Rigorous Course of Study

This goal articulates the School's customized Blended Learning and Career Technical Education (CTE) programs that incorporate remediation and recovery courses as well as honors, advanced and AP courses. The School customizes course plans and curriculum to meet the needs and goals of each individual student. Courses are standards-aligned and UC a-g approved.

Goal 3: Focuses on a Professional Learning System

This goal articulates the Altus University system of professional learning and development. Courses are offered for teachers and staff in standards-based curriculum and instruction as well as Gifted and Talented Education (GATE) certification, Leading Edge Certification (LEC), Trauma Informed Practices (TIPS) and Leadership Studies.

Goal 4: Focuses on School Culture and Safety

This goal articulates the key features of a safe and supportive learning environment including: school safety planning, healthy youth department, and character and leadership development for students.

Goal 5: Focuses on Innovation and Community Connectedness

This goal articulates the School's vision for innovative learning environments and approaches to family and community engagement.

The School has clearly defined the base program and a plan for allocating federal funds to supplement and enhance actions & services that serve to increase student achievement. The School has identified key actions & services that support the attainment of each overall goal. State supplemental and concentration funds are allocated to services that are primarily targeted to increase and improve services for Low-Income students, English Learners, and Homeless and Foster Youth. Federal funds are allocated to supplemental services and supports that enhance the achievement of historically underperforming students and work toward closing the achievement gap.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The School aligns cycles of continuous improvement that encompasses Strategic Planning, LCAP and SPSA development. The School systematically identifies needs, plans for improvement, learns from data, and enacts actions for process improvement. Key features of the Needs Assessment include data analysis and input from all stakeholder groups: parents, students, teachers, staff, leadership team, and community members. The School Site Council analyzes student and school data and provides recommendations for programs and services that federal funds can support. The English Learner Advisory Committee analyzes student and school data and provides recommendations for programs and supports included in the School's English Learner Plan. Teachers and staff engage in ongoing data analysis and provide input into the School's Instructional Plan, curriculum development, and Professional Learning System.

LCAP actions & services are determined by the data analysis, Needs Assessment, and stakeholder input. Actions & services are designed to primarily target historically underperforming student groups and benefit all students. Supplemental services are targeted at closing the achievement gap and increasing outcomes for all students. Each goal is monitored by key performance measures (aligned to state and local initiatives). The School evaluates the effectiveness of actions & services on a monthly, quarterly, and annual basis.

CSSD is committed to transforming student lives. The development of the School's 2020-2021 School Plan for Student Achievement (SPSA) aligns to the School's strategic planning process. While focusing on the School's Vision, Mission, and Values, stakeholder input is analyzed, along with student demographics, and achievement data to identify the key initiatives and goals that will guide the prioritization of all actions and services to meet the needs of students and improve achievement.

Goal 1: Increase student achievement in areas appropriate for a school participating in the Dashboard Alternative School Status (DASS) program.

Aligned to Strategic Initiatives 1, 8 and State Priorities 4, 5

Key Actions & Services for All:

- Systematic cycle of assessments
- Data and measures of student achievement (Monthly and Annual Storybook)
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Support (MTSS)

Highlights of Increased/Improved Actions & Services:

- Data integration system (NWEA, Illuminate, Naviance)
- English Learner Achievement Department (ELAD)
- WRITE and AVID instructional strategies

Highlights of Supplemental Actions & Services:

- Learning Leads- Implementation of ELA and math instructional intervention programs
- Math Specialist- Implementation of grade level standards, claims, targets and resources in math tutoring
- Altus Connect- Chromebooks and internet hotspots for students

Goal 2: Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards that is accessible to All Students.

Aligned to Strategic Initiatives 1, 8 and State Priorities 1, 2, 4, 7

Key Actions & Services for All:

- Establish a College Dual Enrollment Program
- Expand course offerings for 4-Year College & University, Career readiness, and Military Pathways Programs
- Implement CTE Certification Programs
- Promote 21st century learning and digital literacy
- Provide a standards aligned course of study and curriculum
- Maintain UC a-g and NCAA approved curriculum
- Provide access to advanced courses and learning opportunities (Accelerated, Honors, AP)
- Comprehensive ELD Program

Highlights of Increased/Improved Actions & Services:

- Develop curriculum with the Universal Design Learning (UDL) Framework
- Curriculum and Professional Development Coordinator and Technology Integration Lead to ensure accessibility, equity and achievement for high-risk student groups
- Curriculum enhancements: WRITE resources and BrainPOP ESL

Highlights of Supplemental Actions & Services:

- Achieve3000 literacy program
- Provide supplemental curriculum for lowest achieving students through Edgenuity MyPath Individual Learning Plans (ILPs)
- Altus Connect- Chromebooks and internet hotspots for students

Goal 3: Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction.

Aligned to Strategic Initiatives 1, 2, 8, 9, 17 and State Priorities 1, 2, 8

Key Actions & Services for All:

- Altus University (AU) professional development trainings to increase teacher effectiveness in implementing CCSS, NGSS, and ELD Standards
- CTE professional development trainings
- Leading Edge Certification (LEC)
- GATE Certification
- Executive Studies and Fellows Projects
- Youth Mental Health First Aid Training (YMHFA)

Highlights of Increased/Improved Actions & Services:

- ELD professional learning and coaching
- Implicit bias training
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- Advancement Via Individual Determination (AVID)
- Professional development for counselors focused on preparing low-income students and first-generation students to enter college

Highlights of Supplemental Actions & Services:

- Learning Leads- design, develop and implement personalized teacher professional learning plans
- Math Specialists to provide teacher support, coaching, and training which promotes student engagement and achievement for high-risk student groups
- English Learner Roadmap Training
- Counselor training focused on preparing low-income and first-generation students to enter college

Goal 4: Provide a safe environment and supportive school culture for students to learn and teachers to teach.

Aligned to Strategic Initiatives 2, 12, 19 and State Priorities 1, 3, 6

Key Actions & Services for All:

- Executive School Safety Committee
- School Safety Plan
- Health and Nursing services
- Resource Center Safety Ambassadors

Highlights of Increased/Improved Actions & Services:

- California Healthy Youth Department
- Character and Leadership Development Program: California Cadet Corps
- Resource Center Nutrition Program
- Grab and Go Meals Program
- Resilience in Student Education, a series of live interactive focused on social and emotional core competencies
- Trauma Informed Practices

Goal 5: Provide innovative, engaging and community-based Resource Centers to serve students and parents.

Aligned to Strategic Initiatives 4, 12 and State Priorities 1, 3, 5, 6

Key Actions & Services for All:

- Virtual informational presentations for students, parents and community members (Open House, Career and College Week, Senior Nights)
- Innovative, technology rich Resource Centers
- Online Tech Tool Library, subject specific resources and digital tools

Highlights of Increased/Improved Actions & Services:

- Family Learning Series, ongoing parent trainings
- School website enhancements to assist families with health and wellness (COVID-19 Resource Page)

Highlights of Supplemental Actions & Services:

- Bus Pass Program

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School's parent and family engagement strategy is outlined in the School's Parent Involvement Policy, Home-School Compact, and Parent Handbook. The overall strategy centers on collaboration, communication, and capacity building. The School implements a comprehensive strategy to meaningfully engage parents and families in the School's programs and cycles of continuous improvement. The School partners with parents to create a Pathways Personalized Education Plan for each student. The School builds capacity with parents and families in service of student achievement through parent trainings and parent coaching.

The School schedules Resource Center events that are informative, engaging, and relevant. Parents attend Open House events, College and Career Week, Senior Exhibition Presentations, and Senior

Nights. Teachers and school staff communicate with parents via phone calls, secure text messages, emails, home visits, conferences, and the School Pathways Parent Portal. In addition to semester meetings, parent input is gathered through online surveys, School Site Council meetings, English Learner Advisory Committee, and the Community Advisory Council.

LCAP Goal 5 articulates the actions and services the School will implement to **Provide innovative, engaging and community-Based Resource Centers to serve students and parents**. The School offers formal opportunities for parent engagement on a monthly basis.

LCAP Goal 3 articulates the actions and services that the School will implement to **Provide a Targeted and Data Informed Professional Learning System**. The School offers parent trainings in topics that parents have prioritized in the feedback cycles.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School provides a comprehensive Multi-Tiered System of Supports (MTSS). This program proactively identifies and responds to academic, social, emotional, and behavioral challenges that impact learning and well-being. The School gathers, analyzes, and disseminates key performance measures that trigger specific interventions within the system. Key data measures include: attendance, participation, credit completion, behavioral incidents. While all students benefit from the Pathways Personalized Education Plan, the School provides services and supports (directly and/or in partnership with community-based agencies) that address issues such as academic skills gaps, truancy, delinquency, social stressors, and emotional stability. These services include: one-on-one and small group tutoring sessions, social work services, counseling, behavior interventions, health and nursing services, and food and housing resources.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School adheres to all provisions under the federal McKinney-Vento Homeless Assistance Act. The law entitles all homeless students equal access to a free and appropriate public education. The School is required to identify homeless students, inform them of their rights, and remove barriers to enrollment, attendance, and academic success.

The School has a Homeless Liaison that is trained annually and provides annual training to school staff (enrollment clerks, counselors, support staff), teachers, and school administrators. Trainings are focused on legal requirements, enrollment strategies, credit auditing, provision of transportation and tutoring services.

The School provides the following services and supports for students and families experiencing homelessness:

- Immediate enrollment
- Customized course planning
- Fee waivers
- Transportation
- School supplies
- Hygiene kits
- Medical, dental, mental health referrals
- Trauma Informed Practices (TIPS) for teachers and staff

The actions and services primarily directed to support homeless students are interwoven throughout each of the School's 5 LCAP goals.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Curriculum and Professional Development Coordinator collaborates with the School's leadership team to implement programs that promote College and Career Readiness. The School continues to expand course offering for 4-year College and University, Career Readiness, and Military Pathways programs. The School implements Career and Technical Education (CTE) Certification Programs aligned to key workforce sectors and student career interests. The School provides comprehensive work-based learning opportunities that include: service learning, internships, externships, and Work Experience Education. The School offers accelerated courses, Honors courses, and Advanced Placement (AP) courses. Many students benefit from concurrent enrollment with the Community College District. The School's strategy to facilitate effective transitions through these programs are articulated in LCAP Goal 2.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School believes that every student is gifted and talented in their own unique way. Through the Pathways Personalized Education Plan (PPEP), students and parents partner with teachers to create a plan that is based on their skills, strengths, interests and goals.

The School acknowledges the importance of engaging gifted learners and providing an enriching academic experience for them to grow and develop. The School provides Gifted and Talented Education (GATE) training and certification for all teachers. Teachers create an Individualized Gate Plan (IGP) for each identified student. The plan includes customized curriculum, differentiation of instruction, and engagement strategies based on Universal Design for Learning (UDL) principles.

The School also acknowledges the importance of digital literacy skills in student achievement. The School promotes 21st century learning and digital literacy with the Pathways e-Portfolio graduation requirement. Students are required to meet specific standards demonstrating digital literacy in this mandatory course.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a

description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School's **LCAP Goal 3** is to **Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction.**

The School's actions and services ensure goal attainment which include trainings through Altus University and ongoing support and coaching from Learning Leads and a Math Specialist:

- CTE professional development trainings
- Leading Edge Certification
- GATE Certification
- Executive Studies and Fellows Projects
- Youth Mental Health First Aid Training (YMHFA)
- Implicit Bias Training
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- AVID strategies
- ELD implementation and monitoring
- Trauma Informed Practices (TIPS)
- Effective tutoring and instruction aligned to grade level standards, key SBA claims, and targets

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School supports Title II professional growth and improvement programs' continuous improvement by gathering, analyzing, and disseminating key performance measures to inform the Professional Learning System (Altus University). Key performance measures are linked to the Strategic Initiatives and LCAP Goal Metrics. The data is analyzed by school leadership and provided to teachers and staff monthly, quarterly, and annually. The multiple data points include: student engagement measures (attendance, participation), student achievement measures (formative and summative assessment data), and stakeholder feedback. The data informs the continuous improvement cycle of Plan, Do, Learn, Act (PDLA) within each system: Instruction, Curriculum, Professional Learning, and Culture.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Altus University (AU) is the School's Professional Learning System. AU sessions incorporate schoolwide initiatives to improve student learning in math and English language development. The English Learner Achievement Department (ELAD), which is overseen by the School's Equity and Inclusion Officer, lead trainings throughout the school year for instructional staff focused on both Integrated and Designated ELD. In partnership with ELAD, Learning Leads provide instructional staff with ongoing training and support focused on the following English Learner Program areas:

- Provide training on ELPAC administration, result analysis, and develop best practices for using
- Training focused on monitoring Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) Students
- Enhance and improve implementation of the Designated and Integrated ELD program
- Provide coaching on Integrated and Designated ELD
- Training focused on integration of Achieve3000 and BrainPOP ESL into tutoring sessions
- Provide schoolwide^[LH1], regional, and resource center trainings on essential components of the English Learner Plan
- Highlight instructional best practices with resources and supports
- Increase parent participation in ELAC

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School will provide enhanced instructional opportunities for immigrant children and youth as part of each student's Pathways Personalized Education Plan (PPEP). Instructional opportunities include:

- Small group, differentiated Designated and Integrated ELD instruction
- Customized Designated and Integrated ELD curriculum
- Blended Learning using web-based literacy programs and school-based literacy programs
- Project-based learning
- Multi-media learning

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The English Learner Plan outlines the School's approach to providing a comprehensive English Language Development (ELD) program that incorporates essential features of Integrated ELD and Designated ELD. The Schools' goal for English Learner (EL) programs is to support the development of ELs' fluency in English and proficiency in the core curriculum. Program effectiveness is monitored using assessment data; programs are modified as needed based on information from assessments and instructional team input.

ELs have full access to the School's educational program through Integrated English Language Development (ELD). Teachers use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Literacy and other content standards.

ELs will participate in Designated ELD and be enrolled in courses that are aligned to the CA ELD standards in order to develop critical language ELs need for content learning in English. These literacy courses are enhanced with individualized tutoring sessions with an instructional focus on linguistic elements and language communication. The instructional team includes parents in the process of setting proficiency goals for students with measures and benchmarks for achievement.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School uses multiple key performance metrics to measure English Learner progress and proficiency. The School collects assessment data including: CELDT/ELPAC results, SBA results, NWEA Measures of Academic Performance (MAP) data in standards-based reading and writing, and benchmark reading data (Achieve 3000). This data is recorded and formally analyzed at least 3 times throughout the year to inform the student's Pathways Personalized Education Plan. Each student's curriculum is customized to reflect learning targets, instruction is differentiated to reflect learning style and strengths. The instructional team, through the PPEP, collaborates to determine the effectiveness of the program for each student. When students have not made adequate progress, interventions are applied. These interventions can include additional ELD instruction, instructional aids and supports, and/or family and community support services.

The School's leadership analyzes schoolwide data to inform systems:

- Identify instructional needs of EL students
- Inform Designated and Integrated ELD
- Inform Professional Learning System (Altus University)
- Inform the Multi-Tiered System of Support (MTSS)

TITLE IV, PART A**Title IV, Part A Activities and Programs****ESSA SECTION 4106(e)(1)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CSSD maintains several community-based partnerships with organizations to help meet the unique needs of all students. These formal partnerships include, but are not limited to, Social Advocates for Youth (SAY), San Diego Youth Services, and San Diego Food Bank to support students with physical, emotional and mental health needs. In addition, the School partners with Connect2Careers to provide educational workshops focused on providing students and parents with career exploration and job training opportunities.

The School is committed to providing a well-rounded and rigorous education to all students. Upon enrollment, a Pathways Personalized Education Plan (PPEP) is collaboratively designed and developed for all students. A key component of the PPEP is Naviance, a college and career planning program, which students use throughout their enrollment to indicate learning style preferences, college, and career plans. Instructional staff use each student's individual Naviance results to customize their course of study and curriculum. All students are encouraged to take advanced coursework such as Accelerated, Honors, and Advanced Placement (AP). CSSD has partnered with a local community college to forge an Articulation Program which allows high school students to take college-level courses. In addition, the School has developed multiple CTE Pathways which are available to all students and can lead to an industry certification in programs such as Adobe Photoshop.

The School's Healthy Youth Department is focused on supporting the health, safety and well-being of all students. This department is overseen by the School's Equity and Inclusion Officer and includes nurse and counseling services. School nurses provide staff with ongoing training on emergency services and devices located within each Resource Center (AED, EpiPen, CPR). To support the social-emotional learning needs of students, CSSD provides a series of live, interactive video broadcasts for students, called Resilience in Student Education (RISE). RISE sessions are aligned to Social and Emotional Core Competencies and serve to enhance a student's capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges.

CSSD provides a technology rich environment for staff, students and parents. The School's Technology Integration Lead provides ongoing training and support to staff which includes effective use of key instructional systems. The Technology Integration Lead oversees a department of teachers which monitor new age technologies and consider potential integration into the instructional program. In addition, CSSD instructional staff complete Leading Edge Certification, a national certification for educational technology.

CSSD uses multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. Stakeholder groups which include the School Leadership Team, Instructional Staff, Students, Parents, School Site Council, and English Language Advisory Council monitor and evaluate program effectiveness and services throughout the school year. The School utilizes a continuous improvement framework that cultivates a problem-solving approach and close observation of the system that is producing the outcomes. This continuous improvement framework is essential to sustained program improvement.