



2025-2026
ANNUAL NOTICE &
GUIDE FOR FAMILIES



**ACHIEVE CHARTER SCHOOL:
WHERE EVERYONE BELONGS,
WHERE EVERYONE IS CHALLENGED AND SUPPORTED,
AND WHERE EVERYONE MAKES THE WORLD A BETTER PLACE.**

www.achievecharter.org

2025-2026 Annual Notice & Guide for Families of Rights & Responsibilities

Achieve Charter School Families,

The California Department of Education (CDE) requires that schools send certain information out to families annually. This guide contains many required notifications for our parents/guardians and students, opt-out instructions, school policies, as well as guidelines for many of our programs. It further requires that schools maintain written records confirming that parents/guardians and students have been informed. It is important that you read this guide, complete this form acknowledging that you have received this information, and return it to the school office. If you have any questions, please contact the Superintendent, Casey Taylor, at ctaylor@achievecharter.org or (530) 872-4100.

Student Name(s): _____
Please list all children enrolled in Achieve Charter School

Parent/Guardian's Name: _____

Parent/Guardian's Signature: _____ Date: _____

MISSION	5
SCHOOL SITE INFORMATION	5
ORGANIZATION	6
BOARD OF DIRECTORS	6
BOARD OF DIRECTOR MEETINGS	6
ADMINISTRATIVE TEAM	6
OFFICE STAFF	7
ENROLLMENT AND ATTENDANCE	7
OPEN ENROLLMENT/LOTTERY	7
MINIMUM AGE FOR TRANSITIONAL KINDERGARTEN (TK)	8
MINIMUM AGE FOR KINDERGARTEN	8
REGISTRATION	8
SCHOOL HOURS	8
ATTENDANCE GUIDELINES	9
NOTIFICATION OF ABSENCE	10
TARDIES	10
MEDICAL AND DENTAL APPOINTMENTS	10
HOMELESS EDUCATION POLICY	10
EDUCATION OF FOSTER AND MOBILE YOUTH	16
PREGNANT AND PARENTING STUDENTS	21
IMMIGRANT PUPILS RIGHTS NOTIFICATION	21
CHARTER SCHOOL COMPLAINT NOTICE	22
INVOLUNTARY REMOVAL PROCESS	22
STUDENT INFORMATION SYSTEM AND SCHOOL COMMUNICATION	23
AERIES/STUDENT DATA CONFIRMATION	23
PARENT SQUARE	24
WETIP	24
EDUCATIONAL RECORDS & STUDENT INFORMATION DIRECTORY INFORMATION	24
HEALTH INFORMATION	32
HEALTH EXAMINATION	32
ORAL HEALTH ASSESSMENT	32
IMMUNIZATIONS	32
HPV VACCINE	33
COMMUNICABLE DISEASES	34
NOTIFICATION OF ABSENCE	35
MEDICAL/DENTAL APPOINTMENTS	35
MEDICATION	35
DIABETES TYPE 1 INFORMATION	36
DIABETES TYPE 2 INFORMATION	38
COMMUNITY MENTAL HEALTH SERVICES	41
OPIOID ANTAGONIST ADMINISTRATION	41

EMERGENCY EPINEPHRINE AUTO-INJECTORS	42
CONCUSSION/HEAD INJURIES	42
SUDDEN CARDIAC ARREST PREVENTION AND AED	42
SCREENING TESTS	42
PHYSICAL EXAMINATIONS AND RIGHT TO REFUSE	42
AVAILABILITY OF INSURANCE	43
STUDENT LEARNING, SERVICES, AND PROGRAMS	44
PARENT/GUARDIAN RIGHT TO KNOW REGARDING TEACHER QUALIFICATIONS	44
INDEPENDENT STUDY PROGRAM	44
E.L.O.P AFTER SCHOOL PROGRAM	44
ADDITIONAL ELO-P DAYS	45
SUMMER SCHOOL ELO-P	45
SCHOOL LUNCH PROGRAM/SCHOOL BREAKFAST PROGRAM	45
ACCESS TO DRINKING WATER	45
SECTION 504	46
SPECIAL EDUCATION/STUDENTS WITH DISABILITIES	46
INTERNAL COMPLAINT PROCEDURES - SPECIAL EDUCATION POLICY	47
ENGLISH LEARNERS	49
ANIMAL DISSECTIONS	49
GROWTH AND DEVELOPMENT	49
LOCAL SCHOOL WELLNESS POLICY	50
TESTING	53
STATEWIDE TESTING	53
SCHOOL REPORTS	55
SCHOOL ACCOUNTABILITY REPORT CARD (SARC)	55
EDUCATION PROTECTION ACCOUNT (EPA)	55
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)	55
SURVEYS	56
STUDENT SURVEYS	56
SURVEYS ABOUT PERSONAL BELIEFS	56
PARENT/GUARDIAN INVOLVEMENT	56
PARENT/GUARDIAN VOLUNTEERS	56
PARENT ADVISORY COUNCIL (PAC)	56
ACHIEVE PARADISE CHICO FAMILIAS HISPANAS	57
ACHIEVE CHARTER SCHOOL BOARD OF DIRECTORS	57
PARENT AND FAMILY ENGAGEMENT POLICY	57
SAFETY	57
SURVEILLANCE ON SCHOOL PROPERTY	57
VISITORS ON CAMPUS	57
VOLUNTEERS	57
TOBACCO-FREE SCHOOLS	58

DANGERS OF SYNTHETIC DRUGS	58
ASBESTOS	59
CHEMICALS AND PESTICIDES	59
FIREARMS SAFETY	59
HUMAN TRAFFICKING PREVENTION	60
LOST OR DAMAGED SCHOOL PROPERTY	60
PROFESSIONAL BOUNDARIES: STAFF/STUDENT INTERACTION POLICY	60
EMERGENCY	61
EMERGENCY PROCEDURES	61
EMERGENCY CONTACT INFORMATION	61
EMERGENCY - PARENT/GUARDIAN NOTIFICATION	61
ADDITIONAL POLICIES AND STATEMENTS	62
NON-DISCRIMINATION STATEMENT	62
HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING	63
TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCEDURES	68
UNIFORM COMPLAINT PROCEDURE (“UCP”)	78



Our schools are open to the public and tuition-free. Our schools currently serve grades TK-8, with plans to rebuild our high school in Paradise. Our goal is to provide the students and families of this community with a quality, small school option with individual learning opportunities to help students achieve their full potential. As a small school emphasizing mastery-based learning and parent partnerships, Achieve is committed to a joyful and supportive learning environment open to all backgrounds and abilities. Equal emphasis on character development and high-quality education at our campuses ensures open-minded, intelligent, and compassionate graduates.

As a non-profit 501(C)(3) public benefit corporation with an independent board of directors, Achieve is authorized by the Butte County Office of Education to provide standards-based education across our campuses.

SCHOOL SITE INFORMATION

Achieve Charter School of Chico (TK-8)
1494 East Ave
Chico, CA 95926
(530) 872-4100 (option 1)

Achieve Charter School of Paradise (TK-8)
771 Elliott Rd
Paradise, CA 95969
(530) 872-4100 (option 2)

ORGANIZATION

BOARD OF DIRECTORS

Achieve Charter School is a non-profit 501c3 Public Benefit Corporation with an independent board of directors. The Achieve Charter School Board of Directors is legally and fiscally responsible for employees, policy, budget, and program. ACS receives its funding according to ADA (Average Daily Attendance) directly from the State of California. The Board of Directors is composed of community members and parents from the Paradise and Chico communities.

Kim Guzzetti, Board President, Community Member
Veronica Salinas, Board Vice President, Community Member
Justin Miley, Board Treasurer, Parent Member
Marcia Buie, Board Secretary, Parent Member
Heidi Elick, Director, Community Member
Chuck Rough, Director, Community Member
Amy Duncan, Director, Parent Member

BOARD OF DIRECTOR MEETINGS

Regular board meetings are scheduled on the 4th Wednesday of each month at 4:00 p.m. (alternating between the Paradise and Chico campuses). Board meetings may be scheduled around board and staff events or holidays as needed. The Board Meeting Calendar and location, as well as agendas and minutes, can be accessed on the Achieve Charter Website: <https://www.achievecharter.org/Board/index.html>, in the school office, or by calling the school (530) 872-4100.

ADMINISTRATIVE TEAM

Casey Taylor, Superintendent
Korin Baber, Chief Business Officer
Courtney Howe, Finance Officer
Mary Tickle, Director of Special Education and Mental Health
Steve Wright, Principal, Achieve Charter School of Chico
Erika Etchison, Principal, Achieve Charter School of Paradise
Kaylan Sigel, Director of Curriculum and Instruction
Nicole Maletic, Executive Assistant

OFFICE STAFF

Michelle Sobrero Chico Office Manager
Mishawn Delgado Paradise Office Manager

ENROLLMENT AND ATTENDANCE**OPEN ENROLLMENT/LOTTERY**

Charter schools are not allowed to discourage a pupil from enrolling or seeking to enroll in the charter school because the pupil exhibits any characteristics such as students with disabilities, academically low-achieving, English learners, neglected or delinquent, homeless, socially economically disadvantaged, foster youth, or based on nationality, race, ethnicity, or sexual orientation. Charter schools are not allowed to request a pupil's records before enrollment or encourage a child who is enrolled in a charter school to disenroll or transfer to another school. A parent, guardian, or pupil (18 years or older) may file a Charter School Complaint Form to the authorizing entity if they suspect the charter school is in violation of *Education Code* Section 47605(e)(4)(A) through (E). For more information, visit: <https://www.cde.ca.gov/sp/ch/cscomplaint.asp>.

Achieve Charter School shall admit all pupils who reside in California and wish to attend the school (up to capacity). No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Pupils will be considered for admission without regard to race, ethnicity, national origin, gender, or disability.

The publicly advertised open enrollment period starts in December for enrollment for the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event this happens, Achieve will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year. Enrollment preferences in the case of a public random drawing shall be allowed in accordance with school policy. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the school year. The waiting list does not carry over to the following school year, so a new application must be submitted in order to be placed on that year's waiting list.

For more information, visit our website

<https://www.achievecharter.org/ENROLLMENT/index.html> or call the office at (530) 872-4100.

MINIMUM AGE FOR TRANSITIONAL KINDERGARTEN (TK)

Children who are 4 years old on or before September 1st of the school year are eligible for Transitional Kindergarten (TK) and can apply for the lottery.

MINIMUM AGE FOR KINDERGARTEN

Children who are 5 years old on or before September 1st of the school year are eligible for kindergarten and can apply for the lottery.

REGISTRATION

Each child must have a completed registration packet or their enrollment completed through the Aeries Online Enrollment process with emergency contact information. This information is kept in student files and also in the school's online student information system (Aeries). Any change in contact information (address, phone number, etc.) must be reported to the office.

In case of illness, a child may not be sent home unless checked out by a parent/guardian. Anyone picking a child up from Achieve must be listed as an emergency contact.

Along with the completed registration packet or completed Aeries Online Enrollment, please provide the following:

- Proof of Birth (copy of a birth certificate, passport, state-issued ID)
- Emergency Information
- Registration Health Records
- Report of Health Examination for School Entry or Waiver - (the health screening is within 18 months prior to entry into first grade or within 90 days thereafter)
- Immunization Record
- Oral Health Assessment or Waiver - (conducted the year prior to Kindergarten or by May 31st of your child's kindergarten year)

SCHOOL HOURS

TK-8 MORNING SUPERVISION BEGINS . . . 7:30 am

SCHOOL BEGINS

6-8 8:00 am

TK-5 8:10 am

SCHOOL DISMISSAL (M-TH)

TK Regular Program 12:00 pm

TK Extended Program 2:30 pm

K-3 2:30 pm

4-8 2:45 pm

STUDENT SUPERVISION ENDS (for students not enrolled in the after-school program)

TK Regular Program. 12:30 pm
TK Extendend Program. 3:00 pm
K-3. 3:00 pm
4-8 3:00 pm

FRIDAY MINIMUM DAY DISMISSAL

TK 12:00 pm
K-8 12:30 pm

FRIDAY STUDENT SUPERVISION ENDS (students not enrolled in the after-school program)

TK. 12:30 pm
K-8. 1:00 pm

MONDAY-THURSDAY SCHOOL OFFICE HOURS

7:45 am – 3:00 pm

FRIDAY SCHOOL OFFICE HOURS

7:45 am – 1:00 pm

Please be prompt when picking up your child(ren). Children will only be released to parents/guardians and other adults who are appointed by a parent/guardian during registration and within the first two weeks of each school year during Aeries Parent Data Confirmation Changing. If changes occur during the school year, they need to be reported to the office. We will not release students to adults we don't recognize as parents or guardians unless specifically informed to do so by the parent/guardian. Our campus is supervised by school personnel to ensure the safety of students.

ATTENDANCE GUIDELINES

Regular attendance is compulsory and mandated by the California Education Code. Achieve Charter School encourages and acknowledges students who display a 97% attendance rate each month. We strongly recommend that all vacations and pleasure trips be scheduled during school vacation days and not during scheduled school days. If the need should arise that an absence is due to a non-school vacation, the student will be expected to make up their missed assignments upon return. If a student is absent due to illness, his/her homework may be picked up after school. We also have an Independent Study Program for students who are absent, which allows students to stay on track, and Achieve will receive funding for each day they are in the program and engaged. Please see the Independent Study Program section in this handbook for more details.

- Thirty days of absenteeism during a school year may constitute a reasonable cause for retention. This may also be interpreted as ten days per trimester. When work has been made up, report cards may be distributed.
- In order to meet requirements for promotions, class work missed because of absenteeism (or its equivalent substituted by the teacher) must be completed satisfactorily. Please refer to the classroom teacher.

- State Law requires a written excuse whenever a child is ABSENT or TARDY. A child is marked tardy when he/she arrives after the morning assembly has begun (8:00 for Middle School and 8:10 for Elementary School). In the event of being tardy five times in a trimester, a notice will be sent to the parents/guardians.
- Students leaving campus early for any reason must be signed out in the office by a parent/guardian or an adult specified on the student's emergency contact list.

NOTIFICATION OF ABSENCE

- Notify the school of absence by 9:00 a.m., indicating why your student is absent.
- Notify the school immediately if a child has a communicable disease.
- Always keep a child home who is obviously sick, contagious, or who has a temperature of 100 degrees or higher
- An absence note is required upon return to school.

It is very important that a parent/guardian notify the office when a student is absent. When there is no verification within three (3) school days, the absences are considered unexcused and the student truant (Ed Code 48260). When leaving a message or sending an email, please state your child's name, your name, teacher's name, date of absence, and the reason.

TARDIES

Students who are tardy for school for any reason must check into the office. Students must obtain a tardy slip before being admitted to class. Tardiness will be excused for professional appointments. Other situations may also be considered excused and are left to the Principal's discretion. Arriving while morning assembly is in progress or after it has begun is considered tardy. Students may not join the assembly until they have checked in at the office.

MEDICAL AND DENTAL APPOINTMENTS

Appointments during school hours are to be kept at a minimum. If unavoidable, the child **MUST** be signed out and signed back in at the school office.

When your child has an appointment during the school day, please bring them to school before or after the appointment. Schools receive funding even if a student attends for a partial day. Funding provides curriculum, books, supplies, and other necessities.

HOMELESS EDUCATION POLICY

The Governing Board of **Achieve Charter School** (the "Charter School") desires to ensure that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

I. Definitions

- **Homeless children and youths** means individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youths:
 - o Who 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 (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - o Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
 - o Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - o Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- **Unaccompanied youth** includes a youth not in the physical custody of a parent or guardian.
- **The Charter School is the school of origin** when the student attended the Charter School when permanently housed or was last admitted when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.
- In determining the best interest of the child or youth, the School shall:
 - o Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, unless it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
 - o Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;
 - o If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its

determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and

- o In the case of an unaccompanied youth, ensure that the School liaison assists in placement or admission decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

II. Homeless Liaison

The School's homeless liaison is:

Casey Taylor, Superintendent
1494 East Ave, Chico, CA 95926
(530)872-4100

The School's homeless liaison is required to do all of the following:

- ☐ Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- ☐ Ensure that homeless children and youth are admitted to and have a full and equal opportunity to succeed in the School;
- ☐ Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, and provide referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services through the Butte County School Ties Program.
- ☐ Ensure that the parents or guardians of homeless children and youths 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;
- ☐ Ensure that admission disputes are mediated in accordance with the dispute resolution process outlined below;
- ☐ Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- ☐ Ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;
- ☐ Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;

- Ensure that unaccompanied youths 1) are admitted to school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.
- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies and that they receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
- Shall administer a housing questionnaire for purposes of identifying homeless children and youths and unaccompanied youths. The questionnaire shall comply with legal requirements. The questionnaire shall be administered annually and report to the California Department of Education the number of homeless children and youths and unaccompanied youths enrolled.
- Offer training to the Charter School's certificated and classified employees providing services to pupils experiencing homelessness, including, but not limited to, teachers, support staff, and other Charter School staff who work with students, at least annually relating to the following: 1) the homeless education program policies established by law; 2) recognition of the signs that students are experiencing, or are at risk of experiencing homelessness. The liaison is encouraged to offer this training to all school certificated and classified staff, including, but not limited to, teachers, support staff, and other school staff who work with students.
- Inform employees of the availability of training and the services the liaison provides to aid in the identification and provision of services to students who are experiencing or are at risk of experiencing homelessness.

III. Admission

All homeless students are required to follow the school's process for admitting students, including filling out and submitting the school's admission packet on time. As with all students, admission depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student. As used in this policy, admission means attending classes and participating fully in school activities.

If the homeless student seeking admission is unable to produce records normally required for admission, such as previous academic records, medical records, proof of residency, or other documentation, this will not serve as a basis for non-admission. Provided that the admission process has been followed in all other respects, a homeless student will be admitted in the School despite the missing paperwork. Additionally, the homeless student shall not be denied admission even if the student has outstanding fees, fines, textbooks, or other items or money due to the

school last attended. Upon admission, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations or immunization or medical records.

A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student's status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through the duration of the academic school year.

Admission Disputes and the Dispute Resolution Process

If a dispute arises over admission in the Charter School of a homeless student, the student will be immediately admitted to the Charter School in which admission is sought, pending resolution of the dispute. "Admission" means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible, after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately admitted in school pending resolution of the dispute.

Parents, guardians, and unaccompanied youth may provide written or oral documentation to support their positions about admission and may seek the assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School's decision regarding admission, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The written explanation will be complete, as brief as possible, simply stated, and provided in a language that the parent, guardian, or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the County Office of Education (COE). The COE's homeless liaison will review these materials and determine the school selection or admission decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State

Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating admission in the Charter School within ten working days of receipt of the materials.

IV. Transportation

The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian, or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.

V. Comparable Education Services

Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:

- ☐ **[If applicable]** Transportation
 - ☐ Educational services for which the homeless student meets federal, state and local program eligibility criteria
- ☐ **[If applicable]** Programs in career and technical education
 - ☐ Programs for gifted and talented students
 - ☐ School nutrition programs

VI. Coursework and Graduation Requirements

The School shall accept coursework satisfactorily completed by a homeless student while attending another public school, a juvenile courts school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that homeless student full or partial credit for the coursework completed.

If the School is the transferring school, it shall issue the full and partial credits on an official transcript for the student and shall ensure the transcript includes all of the following: 1) All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at the School or any other local educational agency, other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school; 2) The credits and grades for each school and local educational

agency listed separately so it is clear where they were earned; 3) A complete record of the student's seat time, including both period attendance and days of enrollment.

If a homeless student enrolls in the School, and the School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the student, the School shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic and other records to the School within two business days of the request.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school.

The School shall not require a homeless student to retake a course if the student has satisfactorily completed the entire course in a prior school. If the student did not complete the entire course, the School shall not require the pupil to retake the portion of the course the student completed unless the 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 admitted in the same or equivalent course, if applicable, so the student may continue and complete the entire course.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

A copy of the complete Policy is available upon request in the school office and will be provided to all homeless students who enroll at the Charter School at the time of enrollment.

EDUCATION OF FOSTER AND MOBILE YOUTH

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

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

agricultural or fishing activity.

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

Within this notice, foster/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 collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent.”

Foster and Mobile Youth Liaison: The Superintendent or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Casey Taylor, Superintendent
1494 East Ave
Chico, CA 95926
(530) 872-4100
(530) 872-4105 Fax
ctaylor@achievecharter.org

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

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

School Stability: The Charter School will work with foster/juvenile court youth and their parent to ensure that each pupil is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster/juvenile court 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/juvenile court youth and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster/juvenile court youth or child of a military family seeking re-enrollment in the Charter School as the student’s school of origin (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy). If a dispute arises regarding a foster youth’s request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster/juvenile court youth or child of a military family seeking to transfer to the Charter School (subject to the Charter School’s capacity

and pursuant to the procedures stated in the Charter School's Charter and Board policy). The Charter School will immediately enroll foster/juvenile court youth and children of military families regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical or academic records from a previous school).

Foster/juvenile court youth and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth 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.

Graduation Requirements: 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. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in his or her 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 parent, and where applicable, the student's social worker or probation officer, 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 parent how any of the requirements that are waived will affect the pupil'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 court's jurisdiction terminates or the student no longer meets the definition of a child of a military family, a currently migratory child or a pupil participating in a newcomer program.

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 Foster and Mobile Youth.

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

not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster/juvenile court 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 pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

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

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

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

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

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available in the Parent / Student Handbook, online at achievecharter.org, and upon request at the school office.

Availability of Complete Policy: For any Foster and Mobile Youth who enroll at the Charter School, a copy of the Charter School's complete Homeless Education Policy shall be provided at the time of enrollment. A copy of this policy is available on our website: <https://www.achievecharter.org/Policies--Forms/index.html> and upon request at the school office.

PREGNANT AND PARENTING STUDENTS

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

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

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

Casey Taylor, Superintendent
1494 East Ave
Chico, CA 95926
(530) 872-4100
(530) 872-4105 Fax
ctaylor@achievecharter.org

A copy of the UCP is available upon request at the school office or on our website <https://www.achievecharter.org/Policies--Forms/index.html>. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Superintendent.

IMMIGRANT PUPILS RIGHTS NOTIFICATION

All students have a right to a free public education, regardless of immigration status or religious beliefs. The California Attorney General's website provides "Know Your Rights" resources for immigrant students and family members online at <https://oag.ca.gov/immigrant>.

CHARTER SCHOOL COMPLAINT NOTICE

California Education Code Requirements California Education Code (EC) Section 47605(d)(4) https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605&lawCode=EDC states the following:

A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, the academic performance of the pupil or because the pupil exhibits any of the following characteristics:

- Academically low-achieving
- Economically disadvantaged (determined by eligibility for any free or reduced-price meal program)
- English learner
- Ethnicity
- Foster youth
- Homeless
- Nationality
- Neglected or delinquent
- Race
- Sexual orientation
- Pupils with disabilities
- A charter school shall not request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.
- A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).

A complete copy of the Charter School Complaint Notice is available on our website: <https://www.achievecharter.org/ENROLLMENT/index.html> and upon request in the school office.

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) school days 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 reoccur.

STUDENT INFORMATION SYSTEM AND SCHOOL COMMUNICATION

AERIES/STUDENT DATA CONFIRMATION

Our Charter School uses Aeries Student Information System. Aeries is an online program that stores information such as demographic information, parent contact information, emergency contact information, medical information, attendance, grades, and much more. We encourage parents/guardians to create an account to view their student's records and keep information up to date. It is very important that all information is current, as information is pulled from Aeries for parent communication, including for emergency situations.

Aeries Student Data Confirmation is a feature where parents are asked to update student demographics, contacts, medical conditions, view and agree to school policies, upload documents, update authorization information, and more. Please log in to your Aeries account within the first two weeks of the start of each school year and complete the Student Data Confirmation. If any information needs to be updated after completing the Aeries Student Data Confirmation, please contact the school office.

PARENT SQUARE

We use Parent Square as a form of school-to-home communication. This unified communications platform is designed to keep parents and guardians informed and encourages greater engagement and connection. It's a great way for administrators, principals, and teachers to send out newsletters, important reminders, upcoming event dates, volunteer opportunities, and much more!

Parent Square integrates with Aeries Parent Portal using parents/guardians' preferred email addresses and phone numbers from their Aeries Parent Portal. We encourage parents to create an account (if they have not already done so) as well as to download the mobile app and update their preferences on when and how they are notified. Sign up on ParentSquare.com or via the ParentSquare app.

WETIP

We use WeTip anonymous reporting, where anyone (students, parents, staff, neighbors, etc.) can make an anonymous report. The reporting button is on our [website's homepage](#) and can be accessed by the QR code on posters and signs throughout our campuses.

EDUCATIONAL RECORDS & STUDENT INFORMATION DIRECTORY INFORMATION

A. Education Record

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

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

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

An education record does not include any of the following:

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

B. Directory Information

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

C. Parent

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

D. Eligible Student

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

II. Disclosure of Directory Information

If the School plans to distribute a school directory, at the beginning of each year, the School shall provide parents and eligible students with a notice containing the following information: 1) The categories or type of personally identifiable information it designates as directory information (this should be limited to the information specifically identified in Education Code section 49061(c)); 2) A statement that directory information does not include citizenship status, immigration status, place of birth or any other information indicating national origin (except where the School receives consent as required under state law); 3) The recipients of the directory information; 4) The parent's or eligible student's right to refuse to let the School designate any or all of those types of information about the student as directory information; and 4) The period of time within which a parent or student has to notify the School in writing that he/she does not want any or all of those types of information about the student designated as directory information. The notice shall be in the form of a notice letter, email, and in the newsletter. Within 14 days of sending notice, any parent(s) who does not want his/her child's directory information made public without prior written consent must inform the School in writing. This parental notice must identify what student directory information (any or all) is subject to the prior written consent requirement.

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

III. Annual Notification to Parents and Eligible Students

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

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and
- File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.

- Request that the School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

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

IV. 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 school principals. Within 45 days, the School shall comply with the request. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the School will provide the parent or eligible student with a copy of the requested records or make other arrangements for inspection and review of the requested records.

A. Copies of Education Records

The School will provide copies of requested documents within 45 days of a request for copies. The School will charge reasonable fees for copies it provides to parents or eligible students, unless it effectively prevents a parent or eligible student from exercising the right to inspect and review the education records. The charge will not include a fee to search for or to retrieve the education records.

B. Request for Amendment to Education Records

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

C. Hearing to Challenge Education Record

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

The hearing to challenge the education record shall be held within 30 days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by the School to the parent or eligible student no later than 20 days before the hearing.

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

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

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

V. Disclosure of Education Records and Directory Information

The School must have a signed and dated written permission from the parent or eligible student

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

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

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

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

If the School receives an information request related to a student's or family's immigration or citizenship status, the School personnel shall take the following action steps:

- Notify the Executive Director about the information request;
- Provide students and families with appropriate notice and a description of the immigration officer's request;
- Document any verbal or written request for information by immigration

authorities;

- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

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

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

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

Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purpose of conducting program monitoring, evaluations and performance measurements of the School, provided the data is reported in the appropriate form provided by law.

- n. An agency caseworker or other representative of a State or local child welfare agency or tribal organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law.
- o. Other disclosures as provided by applicable law.

VI. Requirements in Specific Disclosure Situations

If the School forwards education records pursuant to Section V.b. above without consent to officials of another school, school system or institution of postsecondary education where the student seeks or intends to enroll, the School will make a reasonable attempt to notify the parent or eligible student at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section IV.C. above.

VII. Record Keeping Requirements

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

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

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

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

VIII. Complaints

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

A complete copy of this Policy is available in the Parent/Student Handbook and upon request at the school office.

HEALTH INFORMATION

Parents are required to keep dental and health information current. Please contact the school office with any changes.

HEALTH EXAMINATION

A child's health has an important effect on their performance. A checkup of all students within 18 months prior to entry into first grade or within 90 days thereafter. (Health and Safety Code 124040, 124085). In lieu of the certification, the parent/guardian may submit a waiver on the form indicating that they do not want or are unable to obtain a health screening. If the waiver indicates that the parent/guardian was unable to obtain the services, the reasons should be included in the waiver. (Health and Safety Code 124085).

ORAL HEALTH ASSESSMENT

Students in their first year in public school must submit proof of an oral health assessment or waiver. The assessment must be performed by a licensed or registered dental health professional, conducted the year prior to Kindergarten or by May 31st of your child's kindergarten year. Please contact the main office if you have questions about this requirement.

IMMUNIZATIONS

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations before they can attend school. 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.

California schools are required to check immunization records for all new student admissions at transitional kindergarten (TK)/Kindergarten through 12th grade and all students advancing to 7th grade before entry. Parents must show their child's Immunization Record as proof of immunization. Immunization Records must be on file in the school office prior to the start date. Any student who doesn't have a current immunization record with the required immunizations on file by their first day of school will be excluded from attendance. Students entering 7th grade will not be able to attend school until proof of the Tdap is on record.

Students Admitted at TK/K-12 Need Records of:

Polio (OPV or IPV) — 4 doses

3 doses are OK if one was given on or after 4th birthday.

Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) — 5 doses

4 doses are OK if one was given on or after their 4th birthday. 3 doses are OK if one was given on or after 7th birthday. For 7th–12th graders, at least one dose of pertussis-containing vaccine is required on or after 7th birthday.

Measles, Mumps, and Rubella (MMR) — 2 doses

Given on or after 1st birthday.

Hepatitis B — 3 doses

Required at admission to any grade except 7th grade.

Varicella (Chickenpox) — 2 doses

Usually given at ages 12 months and 4-6 years. The TK/K–12 immunization requirements apply to new admissions and transfers for all grades, including 7th grade, and students whose exemptions are no longer valid.

Tetanus, Diphtheria, Pertussis (Tdap) — 1 dose

Students advancing to 7th grade need a record of Tdap (Whooping Cough booster), usually is given at 11 years and up.

For more information, please visit:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/tk-12-immunizations.aspx>

Parents are required to keep dental and health information current. Please contact the school office with any changes.

HPV VACCINE

The California Health and Safety Code recommends that pupils are fully immunized against human papillomavirus (HPV) before admission or advancement to the eighth-grade level of any private or public elementary or secondary school.

HPV is a very common virus that can cause serious cancers later in life. It's estimated that HPV causes about 37,000 cases of cancer in men and women every year in the U.S.

The good news is that HPV vaccination can prevent over 90% of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. Similar to other vaccines, common side effects are mild, like pain or redness where the shot was given, and get better within a day or two.

Because it is safe and effective, vaccination against HPV is recommended by the CDC Advisory Committee on Immunization Practices, the American Academy of Pediatrics, and the American Academy of Family Physicians. It's also recommended by the American Cancer Society and California's Cancer Prevention Act.

HPV vaccine is more effective when given at younger ages. All kids between the ages of 9 to 12 years are recommended to receive two doses of the HPV vaccine, with the second dose given before the start of 8th grade. The HPV vaccine is often given at the same time as whooping cough and bacterial meningitis vaccines for adolescents.

Ask your healthcare provider or local health department to learn more about the HPV vaccine and where your child can get it. The vaccine is covered by most health insurance plans. If you don't have health insurance, your child can still get vaccinated. The Vaccines for Children (VFC) Program offers free vaccines to children up to age 18 years without insurance or whose insurance does not cover the cost of vaccines.

COMMUNICABLE DISEASES

The school office **MUST** be notified immediately in the case of any of the communicable diseases listed below.

- **Chicken Pox:** A child must stay home until all blisters have scabbed (usually 5-7 days after their appearance), regardless of vaccination status.
- **Bacterial Conjunctivitis (Pink Eye):** A child may be in school 24 hours after a physician has been advised and the stated active treatment has been given.
- **Head Lice:** Infections with lice and mites are treatable with over-the-counter medicine. Please consult your child's physician or pharmacist. The student must be checked by school personnel before returning to school. We have a NO NIT POLICY.
- **Impetigo:** A common name for skin hypodermal. The organisms most commonly implicated as causing this disease are Streptococcus and Staphylococcus. As this disease is highly contagious, no child shall be permitted to return until 24 hours after treatment has been initiated and sores are drying or improving.
- **German Measles (Rubella):** A child cannot return until seven days after the rash appears. Unvaccinated children and staff will be excluded until guidance is given from Butte County Public Health.
- **Pinworms:** A student diagnosed with pinworms should not return to school until a physician has started appropriate treatment.
- **Ringworms of Scalp and Body:** Microsporum species are highly contagious by both direct and indirect contact. A child cannot return until treatment has been started or if the lesion cannot be covered. If on the scalp, until 24 hours after treatment has been started.

Any child with ringworm should not participate in gym, swimming, and other close contact activities that are likely to expose others until 72 hours after treatment has begun or until the lesions can be completely covered.

- Pertussis (Whooping Cough): Children with whooping cough (pertussis) should be excluded from school until they have completed five days of antibiotic treatment. If left untreated, they should be excluded for 21 days from the start of their cough.
- COVID-19: Symptoms of COVID-19 include but are not limited to fever or chills, congestion or runny nose, the new loss of taste or smell, fatigue, cough, nausea or vomiting, sore throat, shortness of breath or difficulty breathing, muscle or body aches, and diarrhea.

Please visit <https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html> for more information.

In case of an illness, the office personnel will contact the parent/guardian. If the parent/guardian cannot be reached, the emergency contact will be called. The student will need to be picked up if they are vomiting, have diarrhea, and/or have a temperature of 100 degrees or higher.

Please keep all parent/guardian and emergency contact information up to date, including home addresses, home phone numbers, and cell phone numbers. Emergency contacts are appointed by a parent/guardian during registration and within the first two weeks of each school year during Aeries Parent Data Confirmation Changing. If changes occur during the school year, they need to be reported to the office. A child will not be sent home unless a parent/guardian or emergency contact is able to pick them up.

NOTIFICATION OF ABSENCE

1. Notify the school office of absence by note, email, or call by 9:00 am
2. Notify the school immediately if a child has a communicable disease
3. Always keep a child home who is obviously sick, contagious, or who has a temperature of 100 degrees or higher.

MEDICAL/DENTAL APPOINTMENTS

Appointments during school hours are to be kept at a minimum. When your child has an appointment during the school day, please bring them to school before and/or after the appointment. Schools receive funding even if a student attends for a partial day. Funding provides curriculum, books, supplies, and other necessities.

Children **MUST** be signed out at the school office and then signed back in at the school office if returning after the appointment.

MEDICATION

Medical treatment is the responsibility of the parent/guardian and the family health care provider. The parent/guardian is urged, with the help of the family health care provider, to work out a

schedule for giving medication outside school hours. If it is deemed absolutely necessary for a student to receive medication during regular school hours, including before or after school programs, field trips, extracurricular and co-curricular activities, and camps or other activities that typically involve at least one overnight stay away from home, then a Medication Authorization Form will need to be completed by the student's authorized health care provider and a parent/guardian. This form will need to be on file in the school office before medication (including over-the-counter) can be administered by staff. If a form is not on file, a parent/guardian can go to the school site and administer the medication to their student.

The school office provides a Medication Authorization Form. The medication name, administration method, dosage, time to administer medication, and frequency of administration, as well as any other instructions, including possible adverse reaction instructions, will need to be listed. Changes in prescribed dose and/or other details of medication administration must be provided to the school in writing by the authorized health care provider. Medication Authorization Forms expire at the end of each school year, and a new form must be completed each new school year.

A parent/guardian must bring medicine to the office, pick up any outdated, expired, or unused medication, and provide all materials and/or necessary equipment for medication administration. Medication will need to be picked up before summer break, as no medication will be kept in the school office over the summer. Medication that is not picked up by the last day of school will be destroyed/discarded. Prescription medication must be in the original container labeled by the pharmacist, and over-the-counter/non-prescription medicine will need to be in the original container and labeled with the student's name. No medication (prescription or non-prescription) may be transported by a student or be in the student's possession while at school unless indicated on the Medical Authorization Form and approved by the site Principal.

DIABETES TYPE 1 INFORMATION

Pursuant to *Education Code* Section 49452.6, the California Department of Education developed this type 1 diabetes information in collaboration with the California Department of Public Health and California School Nurses Organization for local educational agencies to provide to parents and guardians of incoming elementary school students beginning January 1, 2023.

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their healthcare provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea

- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their healthcare provider will be able to help develop a treatment plan. Your child's healthcare provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse, school administrator, or healthcare provider if you have questions.

DIABETES TYPE 2 INFORMATION

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

Description

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

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

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

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

Risk Factors Associated with Type 2 Diabetes

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

Risk Factors

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

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

Warning Signs and Symptoms Associated with Type 2 Diabetes

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

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts

- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

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

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

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

Types of Diabetes Screening Tests That Are Available

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

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

References:

[American Diabetes Association Clinical Journal](#) 

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

[KidsHealth](#) 

[Mayo Clinic](#) 

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

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

COMMUNITY MENTAL HEALTH SERVICES

Available in the Community:

- Butte 2-1-1 (<https://helpcentral.org/24-hour-hotlines/>)
- Butte County Department of Behavioral Health –530-508-9133
- Butte County Crisis Line – 530-891-2810
- Butte Youth Now - Signs and Symptoms of Youth Depression (<https://butteyouthnow.org/>)

Available Nationally:

- The 988 Suicide & Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours by calling 988 (<https://988lifeline.org/>).
- 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 1-813-720-8778.
- 24/7 Homeless Emergency Action Response Team (HEART) – 1-877-4-RUN-AWAY or 1-877-4-786-2929
- 24/7 Disaster Distress Helpline - 1-800-985-5990 or TEXT TalkWithUs to 66746

Additional resources can be found at:
<https://www.achievethegoal.org/Students--Parents/Resources/index.html>

OPIOID ANTAGONIST ADMINISTRATION

The School will provide emergency hydrochloride or another opioid antagonist (“Opioid Antagonist”) to trained School personnel and those trained personnel may use the Opioid Antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414.3 and any regulations promulgated in line therewith.

Trained School personnel may administer the Opioid Antagonist to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity when a physician is not immediately available. If the Opioid Antagonist is used, it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. The School’s supply of Opioid Antagonist shall be restocked before its expiration date.

If School personnel administers an Opioid Antagonist to a student, the School will call emergency services (9-1-1) and will contact the student’s parent/guardian.

EMERGENCY EPINEPHRINE AUTO-INJECTORS

Emergency epinephrine auto-injectors are available in the school office for the school nurse or trained personnel to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction.

CONCUSSION/HEAD INJURIES

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications, including prolonged brain damage and death, if not recognized and managed properly. Because the Charter School participates in athletic programs, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated and receives written clearance from a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

SUDDEN CARDIAC ARREST PREVENTION AND AED

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating suddenly and unexpectedly. Those wishing to participate in athletics at Charter School must review the information sheet on sudden cardiac arrest via the link below: <https://www.cdc.gov/dhbsp/docs/cardiac-arrest-infographic.pdf>.

SCREENING TESTS

In the interests of the student's health, the school provides certain health services. In the course of the year, each student (unless opted out by a parent/guardian) will participate in the following health examinations: Hearing and vision in grades K, 2, 5, and 8 (color blind screening for 1st-grade boys only). An opt-out option is available in the Aeries Parent Data Confirmation Changing (to be completed by the parent/guardian within the first two weeks of each school year) or by contacting the school office.

PHYSICAL EXAMINATIONS AND RIGHT TO REFUSE

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

A parent/guardian may file annually with the Superintendent a written and signed statement stating that they will not consent to physical examinations of their 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.

California Department of Public Health/Shots for School: Beginning January 1, 2021, all new medical exemptions for school and child care entry must be issued through CAIR-ME. Medical exemptions can only be issued by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria.

A medical exemption filed at a pre-kindergarten facility or school remains valid until the earliest of:

- When the child enrolls in the next grade span (TK/K-6th grade, 7th-12th grade)
- The expiration date specified in a temporary medical exemption
- Revocation of the exemption (PDF) because the issuing physician has been subject to disciplinary action from the physician's licensing entity.

AVAILABILITY OF INSURANCE

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

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

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

The Medi-Cal Telephone Service Center can be reached at 1-800-322-6384 or visit Smile California - Find a Dentist (<https://smilecalifornia.org/find-a-dentist/>) to find find a dentist that accepts Medi-Cal. For help enrolling your child in Medi-Cal, you can apply by mail, go in person to your local Social Services office, or online at Apply for Medi-Cal. (<https://www.dhcs.ca.gov/services/medi-cal/pages/applyformedi-cal.aspx>)

For additional resources that may be helpful, contact your local public health department, click Apply for Health Coverage: (<https://www.dhcs.ca.gov/services/medi-cal/Pages/CountyOffices.aspx>) to find yours.

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.

STUDENT LEARNING, SERVICES, AND PROGRAMS

PARENT/GUARDIAN RIGHT TO KNOW REGARDING TEACHER QUALIFICATIONS

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the Superintendent, Casey Taylor, (530)872-4100 or ctaylor@achievecharter.org.

INDEPENDENT STUDY PROGRAM

Your child's attendance is very important. We appreciate that you use our school calendar to adjust your trips so they are not scheduled on school days. However, if your child must miss three consecutive days or more of school, please arrange with the school office and your child's teacher to sign up for the Independent Study Program. Your child will receive an independent study packet, which will help them stay on track and Achieve will receive funding for each day they are in the program and engaged. Please remember to sign and return the complete independent study packet with the assigned work to the school office or your child's teacher within three days of your child returning to school.

E.L.O.P AFTER SCHOOL PROGRAM

The Achieve More! ELO-P After School Program will start immediately following the regular school day and ends at 5:30 pm. Students will begin Homework Club/Tutor Time as an opportunity to complete homework and practice academic skills such as creative writing, reading, typing, learning games, computers, and more. They will be greeted at the door by a familiar, caring staff member. Students will also have time to play outdoor group games and sports as well as unstructured outside time. Throughout each day, there will be a variety of

engaging and enriching activities, from academic support, games, S.T.E.A.M. activities, reading, social-emotional learning, and performing arts. The daily tuition is \$8 (Monday-Thursday) and \$10 (Friday) and **FREE for all qualifying students.**

Registration:

Please register and pay for the dates needed for the upcoming month by the fifth of each month. This can be completed by clicking the links below. Families can also sign up and make a payment in the school office. Unfortunately, refunds will not be given if your child is absent.

Please sign up by visiting the website:

<https://www.achievecharter.org/Achieve-More-E-L-O-P-After-School-Program/index.html>

The Expanded Learning Opportunities Program Plan can be found on our website:

<https://www.achievecharter.org/Achieve-More-E-L-O-P-After-School-Program/>

ADDITIONAL ELO-P DAYS

Additional ELO-P dates (on non-school days) are also offered throughout the school year. Please see the ELO-P Calendar for date info. These additional days start at 8:30 am and end at 5:30 pm. Students will engage in academic skills such as creative writing, reading, math, learning games, computers, and more. Each week there will be a variety of fun and engaging activities: crafts, S.T.E.A.M., social-emotional learning, and field trips! The daily tuition is \$10 and **FREE for all qualifying students.**

SUMMER SCHOOL ELO-P

Summer ELO-P is available! Please see the ELO-P Calendar for date info. From 8:00 am to 5:00 pm students will engage in academic skills such as creative writing, reading, math, learning games, computers, and more. Students will have structured games and water play as well as unstructured outside time. Each week, there will be a variety of fun and engaging activities: crafts, S.T.E.A.M., social-emotional learning, and field trips!

Please visit [achievecharter.org](https://www.achievecharter.org) to view dates and to sign-up your student. Sign-ups are required and the tuition is \$10/day and **free for qualifying families.**

SCHOOL LUNCH PROGRAM/SCHOOL BREAKFAST PROGRAM

The Charter School participates in the National School Lunch Program/School Breakfast Program. Breakfast and lunch are made available to every student at Achieve free of charge. The Charter School also maintains a Local School Wellness Policy pursuant to state and federal requirements.

ACCESS TO DRINKING WATER

Providing access to drinking water gives students a healthy alternative to sugar-sweetened beverages and helps to increase students' overall water consumption, and helps maintain hydration. Our campuses have water bottle filling stations available on our campuses.

SPECIAL EDUCATION CHILD FIND SYSTEM

The Charter School has a duty to identify, locate, and assess children with disabilities who are in need of special education and related services. If you believe that your child is in need of special education and related services, you may initiate a referral for assessment by contacting:

Mary Tickle
Director of Special Education and Mental Health
mtickle@achievecharter.org
530-872-4100

SECTION 504

Section 504 requires the Charter School to provide a free appropriate public education to qualified students who have a physical or mental impairment that substantially limits one or more major life activities, including learning. The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to, learning, is eligible for accommodations by the Charter School. The parent/guardian of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Section 504 Coordinator. A copy of the Charter School's Section 504 policies and procedures is available upon request at the school office.

Mary Tickle
Section 504 Coordinator
mtickle@achievecharter.org
530-872-4100

SPECIAL EDUCATION/STUDENTS WITH DISABILITIES

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

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 your student's teacher, the Director of Special Education and Mental Health, or the Principal.

INTERNAL COMPLAINT PROCEDURES - SPECIAL EDUCATION POLICY

It is the policy of the **Achieve Charter School** (the “School”) to maintain a positive and productive educational environment. The School is primarily responsible to ensure that it is compliant with all applicable federal and state special education laws and regulations. There are some circumstances, however, when parents/guardians or students over the age of 18 believe that a violation of federal or state special education law is occurring in the following areas: 1) violations of Part B of the IDEA, and regulations implementing Part B; or 2) violations of Part 30 of the Education Code and the related regulations; or 3) complaints that an LEA or other public agency has violated the terms of a settlement agreement relating to the provision of a free, appropriate public education (an allegation relating to an attorney fees provision in a settlement agreement is expressly excluded); 2) complaints that the LEA or other public agency has failed or refused to implement a due process hearing order to which that LEA or other public agency is subject; 3) complaints that a public agency, other than an LEA, fails or refuses to comply with a law or regulation applicable to that public agency as it pertains or relates to the provision of a free appropriate public education to individuals with disabilities; or 4) complaints that allege facts that indicate that physical safety concerns interfere with the provision of a free appropriate public education.

Additionally, the School shall not directly or indirectly use or attempt to use the official authority or influence of the School employee for the purpose of intimidating, threatening, coercing, or attempting to intimidate, threaten, or coerce any person, including, but not limited to, a teacher, a provider of designated instruction and services, a paraprofessional, an instructional aide, a behavioral aid, a health aid, other educators or staff of the School, a private individual or entity under contract with the School, or a subordinate of the employee, for the purpose of interfering with the action of that person at any time, to assist a parent or guardian of a pupil with exceptional needs to obtain services or accommodations for that pupil.

If the parent/guardian/student has a complaint relating to an evaluation or plan under section 504 of the Rehabilitation Act of 1973 (“section 504 plan”), the parent/guardian/student may complain to the School’s administration. If that does not resolve the issue, the parent/guardian/student may make a formal complaint to the School’s section 504 designee:

Casey Taylor, Superintendent
1494 East Ave
Chico, CA 95926
(530) 872-4100
ctaylor@achievethecharter.org

Filing a Complaint:

If the parent/guardian/student/organization believes that a violation of state or federal special education laws or regulations is occurring, and the issue is not resolved informally, the

parent/guardian/student/organization may file a signed written complaint with the California Department of Education (“CDE”). All parties involved in the allegations will be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision is made. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or a disability, the school staff will assist the person with filing the complaint.

The complaint filed must include the following: 1) a statement that an Local Education Agency (“LEA”) or other public agency has violated or failed to comply with any provision set forth above; 2) the facts on which the statement is based; 3) the signature and contact information for the complainant; and 4) if alleging violations with respect to a specific child: A) the name and address of the residence of the child; B) the name of the school the child is attending; C) in the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending; D) a description of the nature of the problem of the child, including facts relating to the problem; and E) a proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received in accordance with federal regulations. The party filing the complaint must forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files the complaint with the CDE.

The state complaint procedures, investigations, and reports include those provisions set forth in 34 C.F.R. sections 300.151 through 300.153.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Appeal of CDE’s Investigation Report

Within 30 days of the date of the CDE Investigation Report, either party may request reconsideration by the Superintendent of Public Instruction (“SPI”) or the SPI’s designee. The request for reconsideration shall specify and explain why: 1) relative to the allegation(s) of the complaint, the CDE Investigation Report lacks material findings of fact necessary to reach a conclusion of law; and/or 2) the material findings of fact in the CDE Investigation Report are not supported by substantial evidence; and/or 3) the legal conclusion in the CDE Investigation Report is inconsistent with the law; and/or 4) in a case in which the CDE found noncompliance, the required corrective actions fail to provide a proper remedy.

The CDE shall respond in writing to the request for consideration within 60 days of the receipt of the request.

Dissemination

The School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual

basis. A copy of the Internal Complaint Procedures - Special Education Policy is available on our website: <https://www.achievethe.org/Policies--Forms/index.html> and upon request at the school office.

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 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 ensure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

ANIMAL DISSECTIONS

Students at the Charter School may perform animal dissections in the science curriculum. Any student who provides the teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals or any parts thereof may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student or be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals or any parts thereof.

GROWTH AND DEVELOPMENT

The Charter School offers comprehensive sexual health education (Growth and Development) to its students in grades 6-8. A parent/guardian of a student can excuse their child from all or part of Growth and Development, 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 Growth and Development and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in Growth and Development and HIV prevention education.
- Excuse their child from participating in part or all of the comprehensive CA health education framework in writing to the Charter School.
- Be informed whether the Growth and Development 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 students' 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 6-8. A parent or guardian can excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child, they must state their request in writing to the Charter School.

A student may not attend any class in Growth and Development 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..

LOCAL SCHOOL WELLNESS POLICY

A. The Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for students. The Executive Director/designee shall coordinate and align school efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Executive Director/designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

School Health Council/Committee

B. The Executive Director/designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, school staff, and members of the public to participate in the development, implementation, periodic review and update of the school's Local School Wellness Policy (LSWP).

C. The school's Parent Advisory Council (PAC) will be utilized to fulfill this requirement. The PAC shall conduct public hearings to solicit input from stakeholders and may also invite participation of other groups or individuals, such as health educators, curriculum directors, counselors, health practitioners, and/or others interested in school health issues.

Goals for Nutrition, Physical Activity, and Other Wellness Goals

D. Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages. Nutrition promotion also

includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students, and the community.

- E. Achieve Charter School will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:
 - a. Implementing evidence-based healthy food promotion techniques through the school meal programs using marketing and merchandising techniques; and
 - b. Ensuring foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards.
- F. Achieve Charter School will teach, model, encourage, and support healthy eating by all students. The school will provide nutrition education and engage in nutrition promotion that is designed to provide students with the knowledge and skills necessary to promote and protect their health.
- G. Achieve Charter School's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.
- H. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program.
- I. Professional development shall be regularly offered to health education and physical education teachers, coaches, activity supervisors, food services staff, and other staff as appropriate to enhance their health knowledge and skills.
- J. The Executive Director/designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.
- K. All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and may also be provided through school athletic programs, extra-curricular programs, programs encouraging students to walk or bicycle, daily physical activity breaks, and other structured and unstructured activities.
- L. In order to ensure that students have access to comprehensive health services, Achieve

Charter School may provide access to health services at or near the school and/or may provide referrals to community resources.

- M. The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

Nutritional Guidelines for Foods Available at School

- N. All foods served on each campus during the school day will meet nutritional guidelines and support the objectives of promoting student health and reducing childhood obesity.
- O. The Executive Director/designee may exercise discretion in allowing items offered but not sold to students on the school campus during the school day.
- P. Achieve Charter School believes that foods and beverages served to students should support the health curriculum and promote optimal health, taking into consideration the needs of students with special dietary needs. All foods and beverages served to students during the school day shall meet or exceed state and federal nutritional standards.
- Q. School marketing of food and beverage items must meet the federal competitive food and beverage standards called Smart Snacks in School (SSIS).
- R. The school shall provide access to free potable water during meal times in the food service area and shall encourage students' consumption of water by educating them about the health benefits of water and serving water in an appealing manner.
- S. School staff shall encourage parents/guardians or other volunteers to support the nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties.
- T. The Executive Director/designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

Program Implementation and Evaluation

- U. The Executive Director/designee shall ensure that each school site complies with this policy.
- V. The Executive Director/designee shall inform and update the public, including parents/guardians, students, and others in the community, about the contents and implementation of this policy. He/she shall periodically measure and make available to the public an assessment of the extent to which Achieve Charter School is in compliance with this policy, the extent to which this policy compares to model wellness policies available

from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy.

Posting Requirements

W. Each school shall post the Local School Wellness Policy in public view within all food service and central eating areas. The school shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

TESTING

STATEWIDE TESTING

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California Education Code Section 60615, parents and guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP

Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Who takes these tests? Students in grades 3–8 and grade 11 take these tests.

What is the test format? The Smarter Balanced assessments are computer-based.

Which standards are tested? The California Common Core State Standards.

California Alternate Assessments (CAAs) for ELA and Math

Who takes these tests? Students whose individualized education program (IEP) identifies the use of alternate assessments take the CAAs for ELA and Math in grades 3–8 and grade 11.

What is the test format? The CAAs for ELA and Math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

Which standards are tested? Alternate achievement standards called the Core Content Connectors derived from the California Common Core State Standards.

California Science Test (CAST)

Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAST is computer-based.

Which standards are tested? The California Next Generation Science Standards (CA NGSS).

California Alternate Assessment (CAA) for Science

Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAA for Science is a computer-based series of four embedded performance tasks. The test is administered one-on-one by a test examiner who is familiar with the student shortly after the science content is taught.

Which standards are tested? Alternate achievement standards called the Core Content Connectors derived from the California Next Generation Science Standards (CA NGSS)

ELPAC

Initial ELPAC

Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English.

What is the test format? The Initial ELPAC is computer-based.

Which standards are tested? The 2012 California English Language Development Standards.

Summative ELPAC

Who takes the test? Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? The Summative ELPAC is computer-based.

Which standards are tested? The 2012 California English Language Development Standards.

Initial Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English.

What is the test format? The Initial Alternate ELPAC is computer-based.

Which standards are tested? Alternate English Language Development (ELD) Connectors derived from the 2012 California English Language Development Standards.

Summative Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? The Summative Alternate ELPAC is computer-based.

Which standards are tested? Alternate ELD Connectors derived from the 2012 California English Language Development Standards.

Physical Fitness Test

Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

What is Reported? Student participation (by component, by grade level) shall be reported in the local educational agency's Student Accountability Report Card.

These assessment results will be shared with parents/guardians during Personalized Learning Plan Conferences.

SCHOOL REPORTS

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

The purpose of the School Accountability Report Card (SARC) is to provide parents and the community with important information about each school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators. School report cards must be updated annually and published by February 1st. Parents with Internet access can view Achieve Charters Schools SARC by visiting the school website or via this link: <https://www.achievethechart.org/About-Us/Reports/index.html>.

A hard copy of the school's SARC will be available upon request at the school office.

EDUCATION PROTECTION ACCOUNT (EPA)

Parents with Internet access can view Achieve Charters Schools EPAs by visiting the school website or via this link: <https://www.achievethechart.org/About-Us/Reports/index.html>.

A hard copy of the school's EPA will be available upon request at the school office.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

Parents with Internet access can view Achieve Charters Schools LCAP by visiting the school website or via this link: <https://www.achievethechart.org/About-Us/Reports/index.html>.

A hard copy of the school's LCAP will be available upon request at the school office.

SURVEYS

STUDENT SURVEYS

The Charter School will administer student surveys to students two times per year. The surveys are a confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Surveys to students may be administered via Kelvin online survey platform. Kelvin delivers research-based surveys to students intermittently. To better understand how Kelvin works, please view the video below.

<https://www.youtube.com/watch?v=gRvLC6o0Ro8#action=share>

Please contact the school office if you would like to [opt your child out](#) of student surveys.

SURVEYS ABOUT PERSONAL BELIEFS

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

PARENT/GUARDIAN INVOLVEMENT

Parents are encouraged to support their children's education and partner with Achieve to ensure student success. Parents are asked to attend three annual Personalized Learning Plan Conferences with their child and their child's teacher. PLPs take place the week before school starts and after the first and second trimesters. Please work with your child's teacher to schedule a time that works for your family. Parents are also encouraged to attend back-to-school night and open house events where students present their learning to the community.

PARENT/GUARDIAN VOLUNTEERS

Volunteering is not mandatory but always welcome. There are multiple ways to volunteer (classrooms, school library, coaches, field trip drivers/chaperones, special events/fundraisers, etc.). Contact the school office or check the school and classroom newsletters for ways you can help. See the visitor and volunteer policy and procedure section for more details.

PARENT ADVISORY COUNCIL (PAC)

In an effort to promote and increase parental involvement and leadership, Achieve Charter School developed the Parent Advisory Council (PAC).

Each school campus will have a PAC that acts as an advisor to the staff and to the Board of Directors, suggesting items for action or attention. Both the Paradise and Chico PACs report directly to the site Principal. The PACs shall also support parent volunteers and fundraising events. Meeting dates, times, and location details can be found in the school newsletters.

ACHIEVE PARADISE CHICO FAMILIAS HISPANAS

Achieve Paradise Chico (APC) Familias Hispanas, a parent advisory council with Spanish-speaking parents from both campuses, was formed in the Spring of 2023. Families provide program feedback and plan schoolwide events to promote and showcase diverse cultures. Meeting dates, times, and location details can be found in the school newsletters.

ACHIEVE CHARTER SCHOOL BOARD OF DIRECTORS

The Achieve Board of Directors is composed of community members and parents. Parent Board members' seats are two-year terms. Check the school office for Board member requirements and openings.

PARENT AND FAMILY ENGAGEMENT POLICY

The Charter School aims to provide all students in our school with significant opportunities 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 the active involvement of all families as partners with schools to ensure student success. A copy of the Charter School’s complete Policy is available upon request in the school office.

SAFETY

SURVEILLANCE ON SCHOOL PROPERTY

For security purposes and the safety of our students, staff, and visitors, our schools have camera surveillance equipment. This equipment may or may not be monitored at any time. The cameras will only be in public areas with no “reasonable expectation of privacy.” However, it is not possible for the surveillance cameras to cover all public areas of our school campuses.

VISITORS ON CAMPUS

All visitors (including parents/guardians) must check in at the school office and pick up a volunteer ID badge immediately upon arriving on a school campus.

VOLUNTEERS

1. Volunteers and visitors must check in through the office and pick up a volunteer ID badge.
2. School volunteers are not permitted to be in charge of students without an Achieve staff member present unless fingerprints have been cleared by the DOJ and FBI.
 - Fingerprint forms are available in the office.
 - Contact the police department or a licensed fingerprinting agency to schedule a Live Scan appointment (the office has contact phone numbers).
 - Bring a completed copy of the Fingerprint Live Scan back to the school office.
3. The authority given to a volunteer is at the discretion of the teacher, who is directly responsible for the instruction, safety, and discipline of the students.

4. The classroom teacher will specify what the volunteer's responsibilities are for that particular visit.
5. Volunteers may not divulge confidential information to which they may have access in the classroom or in the school. It is a state law that the rights of students are to be respected and that personal information about them is not to be revealed.

TOBACCO-FREE SCHOOLS

In the best interest of students, employees, and the general public, the Board, therefore, prohibits the use of tobacco products at all times on school property and in school vans. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from Achieve Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Superintendent or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on school premises share in the responsibility of adhering to this policy. Additionally, Achieve Charter Schools have signs stating that tobacco use is prohibited prominently located at entrances to school property.

DANGERS OF SYNTHETIC DRUGS

The illicit use and abuse of synthetic drugs represent an emerging and ongoing public health threat in California. The fentanyl crisis specifically has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years. Social media platforms are being used as a way to market and sell synthetic drugs, such as fentanyl.

This notice aims to address the crisis with a preventative approach, ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. fentanyl mixed with any drug increases

the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

ASBESTOS

Our Schools have been inspected for asbestos-containing materials by HB&T Environmental Inc., and an AHERA Management Plan has been developed for our campuses. As required by law, surveillance of our campuses will be completed every six months. The most recent asbestos surveillance site visit for our schools was on November 2, 2023. Copies of the AHERA Management Plans are available in our school offices.

CHEMICALS AND PESTICIDES

Chemicals and pesticide products are expected to be applied at the school site during this year.

If you would like to receive a list of chemicals and pesticide products being used on campus, please contact the school office.

FIREARMS SAFETY

Parents and legal guardians of all students are reminded of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from their home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to ensure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control, where that person knows, or reasonably should know, that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm, and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises, or to a public place, including to any preschool or school grades kindergarten through 12th grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. (California Penal Code sections 25100 through 25125 and 25200 through 25220). **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child getting access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian unless reasonable action is taken to

secure the firearm against access by the child, even where the minor **never** actually accesses the firearm.

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years. (California Civil Code Section 29805).
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. (See California Civil Code Section 1714.3).

HUMAN TRAFFICKING PREVENTION

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

In accordance with the California Healthy Youth Act. Age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment will be provided. 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 in the school office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on the prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available at the school office.

LOST OR DAMAGED SCHOOL PROPERTY

If a student willfully damages the school's property or the personal property of a school employee or fails to return a textbook, library book, computer/tablet, or other 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, Achieve Charter School (ACS) 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, ACS 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.

PROFESSIONAL BOUNDARIES: STAFF/STUDENT INTERACTION POLICY

Achieve Charter School (ACS) 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.

The Professional Boundaries: Staff/Student Interaction Policy is intended to guide all 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. Trespassing the boundaries of a student/ACS employee relationship is deemed an abuse of power and a betrayal of public trust. All staff must carefully review this policy along with each of the examples given in the policy related to acceptable and unacceptable employee behavior. A copy of the complete policy is available upon request at the school office and on our website: <https://www.achievecharter.org/Policies--Forms/index.html>.

EMERGENCY

EMERGENCY PROCEDURES

Our campuses have evacuation procedures in place in the event that the buildings require immediate evacuation due to an emergency (fire, bomb, threat, etc.). Clearly marked exit routes are posted in each classroom. In collaboration with local law enforcement, emergency personnel, and facility landlords, multiple alternate routes have been identified to lead students, staff, and visitors off campus, depending on where the threat is located. In the event of an earthquake or other natural disaster, students will remain in their classrooms under “Duck, Cover, and Hold” instructions until the threat of injury has passed. In the event of an intruder on campus, the school will activate a “lockdown.” We conduct school-wide drills for fire, earthquake, and lockdown. All drills are performed on our campuses with the assistance of facility managers and/or landlords.

Each classroom is equipped with an emergency backpack, class rosters, maps showing escape routes, and directions for different types of emergency situations. Trauma kits are located in the staff room (in an easily accessible and recognizable container) next to the automated external defibrillator (AED).

Please refer to the Achieve Charter School Comprehensive School Safety Plan, available in the office, for an extensive list of emergency procedures.

EMERGENCY CONTACT INFORMATION

Each child must have emergency contacts on file in the school office and in Aeries. In the event of an emergency, accident, or illness, it is important that all contact information on file is accurate and kept up to date, including home addresses, home phone numbers, and cell phone numbers for all parents/guardians and emergency contacts. Emergency contacts are appointed by a parent/guardian during registration and within the first two weeks of each school year during Aeries Parent Data Confirmation Changing. If changes occur during the school year, they need to be reported to the office.

EMERGENCY - PARENT/GUARDIAN NOTIFICATION

Achieve Charter School’s Emergency Response Plan has been prepared so that, in the event of a disaster, all conceivable actions that can be taken to ensure the safety and welfare of the students and staff will be implemented. Our first priority of notification will be for the health and safety of the children and school personnel (911).

Our priorities in the event of an emergency are as follows:

- Safety of the children and school personnel
- Effective leadership during and after the crisis
- Appropriate and timely communication (notification)
- Support services for students, parents/guardians, and staff

In the event of an emergency such as weather, fire, flood, or earthquake, ect., Achieve Charter Schools will follow Paradise Unified School District and/or Chico Unified School District with respect to school closing. Tune into your local radio station (KPAY 1060 AM) for this information. In the event of an emergency, you will be notified by a call, text or email (Parent Square), or by school personnel using Catapult CONNECT. **Please keep your information up to date in the office.**

T.V. Stations	Radio Stations			
KRCR- Channel 7	KPAY- AM	1290	KRQR- FM	106.7
KHSL- Channel 12	Town of Paradise	1500	KHSL- FM	103.5
KNVN- Channel 24	Upper Ridge- AM	1460	KCEZ-FM	102.1
	KLRS- FM	92.7	KALF- FM	95.7
	KFMF- FM	93.9	KMXI- FM	95.1

ADDITIONAL POLICIES AND STATEMENTS

NON-DISCRIMINATION STATEMENT

Achieve Charter School does not discriminate on the basis of race, color, national origin, sex, disability, age, or any other legally protected category in its programs and activities and provides equal access to all designated youth groups.

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Achieve Charter School maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at Achieve Charter School (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with Achieve Charter School's anti-discrimination and harassment policies. If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, and/or bullying, you should contact the Title IX Coordinator:

Korin Baber, CBO
1494 East Ave
Chico, CA 95926
(530) 872-4100

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

It is the policy of Achieve Charter School to create and maintain a learning environment where students and employees are treated with dignity, decency, and respect. It is also the policy of Achieve Charter School to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation, and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation, and bullying. Discrimination, harassment, intimidation, or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending school-sponsored activities.

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

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

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

- ☐ Discuss the varying immigration experiences among members of the student body and school community;

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

Definitions

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

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

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

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

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

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

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances

- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

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

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

Other types of bullying:

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

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

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

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

- Their teacher, school counselor or other school personnel
- The principal of the School

Complaints may be submitted to the Superintendent by phone, email, or mail.

Casey Taylor
1494 East Ave
Chico, CA 95926
(530)872-4100

Casey Taylor, ctaylor@achievethebest.org

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

Investigation and Disposition of Complaints

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

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

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

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

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

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

Parental Notification:

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

Title IX Sexual Harassment Policy and Grievance Procedures

It is the policy of Achieve Charter School (“Charter School”) to create and maintain an educational environment where employees and students are treated with dignity, decency, and respect. Title IX of the Education Amendment Act of 1972 (“Title IX”) prohibits discrimination on the basis of sex, including sex-based harassment, in the Charter School’s education programs and activities. The Charter School does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

Sex discrimination can be discrimination on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. Any such behavior is a violation of the Charter School’s policies, and state and federal law. Any employee or student found to have engaged in sex discrimination may be disciplined, including, but not limited to, suspension and expulsion for students and discipline up to termination for employees.

Definition of Sex-Based Harassment Under Title IX

Sex-based harassment is a form of sex-discrimination and means sexual harassment and other harassment on the basis of sex, including sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity that its either quid pro quo harassment or hostile environment harassment. Specific offenses of sex-based harassment include:

- Sexual assault
- Dating violence
- Domestic violence
- Stalking

Title IX Personnel/Parties

The Charter School’s Title IX Coordinator is the Chief Business Officer, kbaber@achievethecharter.org].

Investigator: The Title IX Coordinator may act as an investigator of complaints of sex discrimination under Title IX. Alternatively, at the Title IX Coordinator’s discretion, the Title IX Coordinator may designate that role to another individual. In any event, the investigator shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The role of the investigator is that of fact finder.

Decisionmaker: The Title IX Coordinator may also act as the decisionmaker of complaints of sex discrimination under Title IX. Alternatively, at the Title IX Coordinator’s discretion, the Title IX Coordinator may designate that role to another individual. In any event, the decisionmaker shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The role of the decisionmaker is to evaluate evidence and make a determination regarding the formal complaint, including submitting a written determination of findings.

Complainants: The following person(s) have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the Charter School investigate and make a determination about alleged discrimination under Title IX: 1) A complainant; 2) A parent, guardian, or other authorized legal representative with the legal right to act on behalf of the complainant; and 3) The Title IX coordinator.

If the complaint involves sex discrimination other than sex based harassment, a complaint may be made by any student or employee or any person other than a student/employee who was participating or attempting to participate in the Charter School's education program or activity at the time of the alleged sex discrimination.

Sex Discrimination Under Title IX

Sex discrimination under Title IX means conduct on the basis of sex, including sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity that falls within one or more of the following categories:

- A Charter School employee, agent, or other person authorized by the Charter School to provide an aid, benefit, or service under the Charter School's education program or activity explicitly or impliedly conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
- Unwelcomed sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe, pervasive, and objectively offensive that it limits or denies a person's ability to participate in or benefit from the Charter School's education program or activity;
- Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of many factors identified in 34 C.F.R. § 106.2.

Reporting Allegations of Sex Discrimination

All employees are required to notify the Title IX Coordinator when the employee has information about conduct that may constitute sex discrimination under Title IX or its implementing regulations.

Employees, students, and/or their parent/guardian/caregiver, may report sex discrimination to the Charter School's Title IX Coordinator, or to any other Charter School employee, who shall inform the Title IX Coordinator of that complaint.

Complaints may be made in writing, orally, via email, telephone, or by any other means reasonably contemplated to result in the complaint reaching the Charter School's Title IX Coordinator.

Title IX Coordinator Responsibilities

The Title IX Coordinator will take the following actions when notified of conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations:

- Treat the complainant and respondent equitably;
- Offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures identified herein are initiated or if an informal resolution process

has been offered to the respondent, offer and coordinate supportive measures, as appropriate, for the respondent;

- Notify the complainant, or if the complainant is unknown, the individual who reported the conduct, of the grievance procedures and the informal resolution process, if available and appropriate;
- Monitor the School's education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations, and take steps reasonably calculated to address such barriers
- If a complaint is made, notify the respondent of the grievance procedures and informal resolution process, if available and appropriate.

Procedures

The Charter School's Title IX grievance or complaint procedures apply only to conduct that falls within the definition of sex discrimination under Title IX. Other allegedly offensive conduct may not fall within this process but may be investigated and handled through other complaint procedures. In order to evaluate which complaint procedures apply, the Title IX Coordinator shall review the complaint to determine if the conduct falls within the definition of sex discrimination under Title IX and its implementing regulations. If a complaint falls within both the Title IX definition and within the definition of complaint subject to the Uniform Complaint Procedure, both processes may be followed. Please contact the Title IX Coordinator to understand all of the School's complaint process options.

Response to an Informal Complaint

Upon receipt of a report of sex discrimination without a formal written complaint, the Title IX Coordinator will offer and coordinate supportive measures for the complainant and explain to the complainant (or other person reporting the behavior) the right and process to file a formal complaint.

In the event there is no formal complaint, the Title IX Coordinator shall determine whether to initiate a complaint of sex discrimination that complies with the complaint procedures identified herein. This determination need not be made if the Title IX Coordinator reasonably determines that the conduct as alleged could not constitute sex discrimination under Title IX or its implementing regulations.

In making this determination, the Title IX Coordinator shall consider the following, within twenty-five (25) calendar days of receiving an informal complaint.

- 1) The complainant's request not to proceed with the initiation of a complaint;
- 2) The complainant's reasonable safety concerns regarding the initiation of a complaint;
- 3) The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- 4) The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;

- 5) The age and relationship of the parties, including whether the respondent is an employee of the Charter School;
- 6) The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- 7) The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- 8) Whether the Charter School could end the alleged sex discrimination and prevent its recurrence without initiating its complaint procedures.

After consideration, if the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the Charter School from ensuring equal access on the basis of sex in its education program or activity, the Title IX Coordinator may initiate a complaint.

Regardless of whether a complaint is initiated, the Charter School shall take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the Charter School's education program or activity.

A formal complaint means an oral or written request to the Charter School that objectively can be understood as a request for the Charter School to investigate and make a determination about alleged discrimination under Title IX or its implementing regulations. The Title IX Coordinator may request the complainant to fill out a formal complaint form in order to initiate a formal complaint, although that formality is not required.

Supportive Measures

Supportive measures are non-disciplinary and nonpunitive and shall be available at any time during a Title IX investigation. These may include but are not limited to, counseling, extensions of deadlines and other course-related adjustments, campus escort services, increased security and monitoring of certain areas of the campus, restrictions on contact applied to one or more parties, leaves of absence, changes in class, work, or extracurricular or any other activity regardless of whether there is or is not a comparable alternative, training, and education programs related to sex-based harassment.

The complainant or respondent shall have a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Charter School's decision to provide, deny, modify, or terminate supportive measures applicable to them. A party will also be provided the opportunity to seek additional modifications or termination of a supportive measure if circumstances change materially.

The Charter School will not disclose information about any supportive measures to persons other than the person to whom they apply, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when a legal exception applies.

If a complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible

for the student's placement decision to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, throughout the School's implementation of supportive measures.

Response to a Formal Complaint

In response to a formal complaint, the Title IX Coordinator confirms, in writing, as described below, the receipt of the complaint and will determine whether the allegations fall within the definition of sex discrimination under Title IX. If so, the Title IX Coordinator will follow this policy to resolve the complaint. If it does not, the Title IX Coordinator will either dismiss the complaint, or refer the complaint to a different division with the Charter School to handle the complaint, such as through the school's Uniform Complaint Procedures.

The Title IX Coordinator will initiate an investigation, by identifying an investigator and/or decisionmaker. A written decision shall be issued within sixty (60) calendar days of receipt of the formal complaint.

If a complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, throughout the School's implementation of grievance procedures.

Emergency Removal: The School may remove an accused from the School's education program or activity on an emergency basis, provided that the School first undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any student or other individual arising from the allegations of sex discrimination justifies removal, and provides the accused with notice and an opportunity to challenge the decision immediately following the removal.

If the respondent is an employee, the employee may be placed on administrative leave during the formal investigative process. If the respondent is a student, state and federal laws may impose additional procedural requirements for removal.

Written Notice of the Formal Complaint

Within ten (10) calendar days of the receipt of the formal complaint, the Title IX Coordinator shall provide the parties with a notice of the formal complaint. The notice shall include: (1) a copy of this Policy; (2) the identities of the parties involved in the incident; (3) the conduct alleged to constitute sex discrimination under Title IX and its implementing regulations; and (4) the date(s) and location(s) of the alleged incident(s), (5) a statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence, and if the Charter School provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party; and (6) a statement that retaliation is prohibited.

During the Grievance Process:

Investigation

The investigator will review the complaint and other submitted evidence, gather additional evidence, and interview witnesses or parties. The investigator may also offer, modify, or terminate supportive measures.

The investigation shall be adequate, reliable, and impartial. To do so, the Charter School shall: 1) ensure that the burden is on the Charter School to conduct the investigation that gathers sufficient evidence to determine whether sex discrimination occurred; 2) provide an equal opportunity for the parties to present fact witnesses and other inculpatory or exculpatory evidence that is relevant or not otherwise impermissible, and 3) review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance, and consistency with implementing regulations.

The investigator shall provide the parties with the opportunity to review the relevant and not otherwise impermissible evidence (or an accurate description of the evidence) that is directly related to the allegations raised in the formal complaint. If provided with an accurate description of the evidence, the Charter School will further provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

Thereafter, the parties will have a period of ten (10) calendar days to review the evidence (or description thereof), respond, ask the investigator additional questions, and provide or suggest additional evidence to be considered by the investigator. The Charter School will also take steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures

The investigator/decisionmaker will question the parties and witnesses initially and may reach out to the parties and witnesses again after its first initial round of questions. The investigator/decisionmaker may determine whether to question the parties and/or witnesses in person or remotely with the goal that the questioning must provide the opportunity to adequately assess a party's or witness's credibility to the extent that it is both in dispute and relevant to evaluating one or more allegations of sex discrimination.

If, in the course of the investigation, the Charter School decides to investigate additional allegations of sex discrimination by the accused toward the complainant that are not included in the initial notice identified above or that are included in a complaint, the Charter School will provide notice of the additional allegations to the parties whose identities are known.

Presumption: There is a presumption that the accused is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.

Extension of Time Frames: While the Charter School endeavors to complete the grievance procedure within the timelines included in this policy, the Charter School may notify the parties of the need for a reasonable extension of time on a case-by-case basis for good cause during any of the major stages of the process, including during evaluation, investigation, determination, and appeal. Additionally, if one of the parties involved requests a reasonable extension of time for cause, the Charter School shall, on a case-by-case basis, reasonably consider such request.

Privacy: The Charter School shall take steps to protect the privacy of the parties and witnesses during the pendency of the grievance procedures, provided that the parties must be able to obtain

and present evidence, including speaking to witnesses, consulting with their family members, confidential resources or advisors, or otherwise preparing for and participating in the grievance procedures.

Evaluation: The Charter School's investigator or decisionmaker shall evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence, and provide that credibility determinations are not based on a person's status as a complainant, respondent, or witness. The following evidence, and questions seeking that evidence, are impermissible:

- Evidence protected under a privilege as recognized by Federal or State law or evidence provided to a confidential employee unless the privilege or confidentiality has been voluntarily waived;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness unless the Charter School obtains that party's or witness's voluntary, written consent for use in the grievance procedures;
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Sex-Based Harassment Only: For complaints alleging sex-based Harassment only, the following supportive measures are available to complainants and respondents:

- Counseling services
- Mental health support
- Academic accommodations

In addition, the following reflect the range of possible disciplinary sanctions and remedies the School may implement if sex-based harassment has occurred:

For Students:

- Formal warning
- Required participation in educational or restorative justice programs
- Community service or mandatory training on harassment prevention
- Probationary status with behavioral requirements
- Restriction from school-sponsored activities, clubs, or leadership roles
- Suspension or expulsion

For Employees:

- Formal reprimand
- Mandatory training on harassment prevention

- Suspension with or without pay
- Reduction of job responsibilities
- Termination of employment

For False Accusations:

- Warning or reprimand
- Required participation in educational programs
- Disciplinary probation
- Suspension or expulsion for students
- Disciplinary action, including termination, for employees

Standard of Evidence: For all formal complaints of sex discrimination, the School shall use the preponderance of the evidence standard of proof. [Note: If the Charter School uses the clear and convincing evidence standard of proof in all other comparable proceedings, the School may elect to use that standard of proof.] The decisionmaker shall evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the standard of proof, the decisionmaker must not determine that sex discrimination occurred.

Dismissal of a Formal Complaint:

The Charter School shall investigate the allegations in a formal complaint and may dismiss a complaint of sex discrimination for any of the following reasons:

- The Charter School is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the Charter School's education program or activity and is not employed by the Charter School;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Charter School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX or its regulations even if proven; or
- The Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX or its regulations.

Prior to dismissing the complaint, the Charter School must make reasonable efforts to clarify the allegations with the complainant. Upon dismissal, the Charter School will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Charter School will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant or simultaneously if the notification is in writing.

Consolidation of Formal Complaints. The Charter School may consolidate formal complaints as to allegations of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party when the allegations of sex discrimination arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one accused, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

Determination Whether Sex Discrimination Occurred.

Following the investigation and evaluation of all relevant and not otherwise impermissible evidence, the Charter School will notify the parties in writing of the determination whether sex discrimination occurred under Title IX or its implementing regulations, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.

The Charter School shall provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the Charter School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

If there is a determination that sex discrimination occurred, the Title IX Coordinator is responsible for coordinating the provision and implementation of remedies to a complainant and other persons the Charter School identifies as having had equal access to the Charter School's education program or activity limited or denied by sex discrimination, coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions, and other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the Charter School's education program or activity.

The Charter School will not discipline a party, witness, or others participating in the Charter School's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the School's determination of whether sex discrimination occurred.

If the Charter School dismisses the complaint, it will offer supportive measures to the complainant as appropriate and, if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate.

Appeals

Upon dismissal of a complaint, the Charter School will notify the complainant that the dismissal may be appealed and provide the complainant with an opportunity to appeal the dismissal on the bases set out below. If the dismissal occurs after the respondent has been notified of the allegations, then the Charter School will notify the respondent that the dismissal may be appealed.

If the dismissal is appealed, the Charter School will:

- Notify the parties of any appeal, including notice of the allegations as required above if notice was not previously provided to the respondent
- Implement appeal procedures equally for the parties
- Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint
- Ensure that the decisionmaker has been trained
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome

- Notify the parties of the result of the appeal and the rationale for the result

The Charter School shall offer both parties an appeal from a determination of whether sex discrimination occurred, and from the Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:

- 1) Procedural irregularity that would change the outcome of the matter;
- 2) New evidence that would change the outcome and that was not reasonably available at the time when the determination of whether sex discrimination occurred or dismissal was made; and
- 3) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against a complainant or an accused generally or the individual complainant or accused that would change the outcome of the matter.

The Charter School may offer an appeal equally to both parties on additional bases.

As to all appeals, the Charter School shall:

- 1) Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- 2) Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
- 3) Ensure that the decision-maker(s) for the appeal complies with the conflict of interest and bias standards set forth above;
- 4) Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- 5) Issue a written decision describing the result of the appeal and the rationale for the result; and
- 6) Provide the written decision simultaneously to both parties.

Informal Resolution

At any time prior to determining whether sex discrimination occurred, the Charter School may offer to a complainant and respondent a voluntary informal resolution process, unless the complaint includes allegations that an employee engaged in sex-based harassment of a student or if such process would conflict with Federal, State or local law. If the Charter School determines the alleged conduct would present a future risk of harm to others, it may decline to allow an informal resolution. If an informal resolution is followed, the Title IX Coordinator must, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to recur within the Charter School's education program or activity. Such specific steps will be taken depending upon the facts of each case.

The Charter School has the discretion to determine whether it is appropriate to offer an informal resolution process when it receives information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations or when a complaint of sex discrimination is made and may decline to offer informal resolution despite one or more of

the parties' witnesses. This decision may be made if the Charter School determines that the alleged conduct would present a future risk of harm to others.

The Charter School shall not require or pressure the parties to participate in an informal resolution process.

Before initiation of an informal resolution process, the Charter School shall provide notice to the parties that explains: 1) the allegations; 2) the requirements of the informal resolution process; 3) that, prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume the complaint procedures; 4) that the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming complaint procedures arising from the same allegations; 5) the potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and 6) what information the Charter School will maintain and whether and how the Charter School could disclose the information for use in a complaint procedure if complaint procedures are initiated or resumed.

The facilitator of the information resolution process will not be the same person as the investigator and/or decisionmaker for the Charter School's grievance process. The facilitator will not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Recordkeeping

1) A Charter School must maintain for a period of seven (7) years records pertaining to:

(A) For each sex discrimination complaint, records documenting the informal resolution process or the grievance procedures, and, if applicable, the resulting outcome.

(B) For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations, including notifications, and records documenting the actions the Charter School took to meet its legal obligations.

(C) All materials used to provide required training. The Charter School must make these training materials available upon request for inspection by members of the public.

UNIFORM COMPLAINT PROCEDURE ("UCP")

Achieve Charter School of Paradise (the "Charter School") 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 conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, 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; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil 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 a school, school district, charter school or county office of education 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 pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils 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 pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil 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 pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
- d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

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] the confidentiality of the parties and the integrity of the process. The 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. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of

unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

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:

Casey Taylor
Superintendent
1494 East Ave.
Chico, CA 95926
(530) 872-4100
ctaylor@achievecharter.org

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Superintendent or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Superintendent or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) 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 § 262.3.

- (f) A statement that copies of the local educational agency complaint procedures 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 governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

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

- Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

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.

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 him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) 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 problem within the parameters of law, the compliance officer shall proceed with his/her 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) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to 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(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

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 report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date 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, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

A copy of the UCP and Form shall be available upon request free of charge in the school office and is available on our website: <https://www.achievethecharter.org/Policies--Forms/index.html>. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact Casey Taylor, Superintendent.

Thank you for reviewing the 2025-2026 Annual Notice & Guide for Families. If you have questions or would like to view full policies and/or procedures, please contact the school office or school site principal or visit <https://www.achievethecharter.org/Policies--Forms/index.html>

Adopted: June 18, 2024

Amended: June 25, 2025