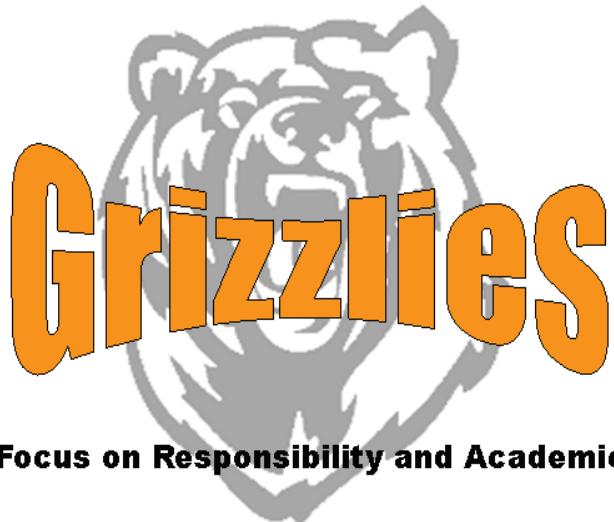


Feather River Academy



Parent/Student Handbook and Legal Notifications for the 2025-26 School Year



1895 Lassen Blvd., Yuba City, CA 95993
(530) 822-2400

Feather River Academy

Staff

Administration

Chris Reyna	Principal
Kristi Johnson	Assistant Superintendent of Student Support Services
Tom Reusser	Superintendent

Office Staff

Natalia Carmona	Counselor
Tania Castellanos	Intervention Specialist
Jenn Gomez	Administrative Secretary
Ron Fagan	Campus Supervisor/Attendance Outreach & Recovery Officer/ Lunch Attendant

Teachers

Lorena Ibarra-Heredia	English/ELD Social Science Credit Recovery Independent Study Physical Education Special Education Credit Recovery Mathematics Physical Science Life Science Health Credit Recovery Culinary Art
Jim Whiteaker	
Brandon Trudell	
Andrew Chin	
Bryan Hamilton Pam Novack	

Support Staff

Ron Myers	Custodian
Katrina Rogar	Para Educator
Nish McClure	Para Educator

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MISSION & VISION STATEMENT



OUR MISSION IS:

- Feather River Academy provides a supportive environment that delivers a personalized alternative education that combines academic rigor with personal responsibility to prepare students for a successful future.

OUR VISION IS TO:

- Develop relationships among students, families, staff, and peers that emphasize respectful and responsible behavior in all endeavors.
- Provide a focused alternative academic program that is driven by individual student goals.
- Teach healthy coping skills and emotional competence to help students become healthy, functional adults.
- Prepare our students for a successful personal and professional future through skill-building and work readiness programs.
- Promote an inclusive school environment where students will be provided physical, cultural, social, and emotional safety.

FEATHER RIVER ACADEMY FIVE!

- Respectful
- Responsible
- Ready to Learn
- Own Your Actions
- Safe

ORIENTATION PROCESS

New students and at least one parent or guardian must attend an orientation before starting classes at FRA. Orientations will be scheduled once an appropriate referral and all registration paperwork are received. Students and parents will be asked to check all completed registration paperwork for accuracy during orientation. Students and parents will be introduced to FRA and the opportunities that students are afforded at FRA. **Students and parents will review the Parent/Student Handbook and Legal Notifications for the 2025-26 School Year and sign indicating that they have received a copy, understand, and are willing to comply with all rules, expectations, policies, and laws.** A student picture is then taken and included in the school data information system (Aeries). Once these steps are completed, each student will be scheduled into classes and start school. The time between orientation and the student's first day of classroom attendance allows FRA staff to request records and review transcripts, behavior, and other pertinent information to design each student's program for a more successful transition.

Once enrolled, student academic assessments and intake process appointments will be scheduled during the student's first week of attendance. Students will then meet with a school counselor to begin the intake process. This process will involve an Individual Learning Plan, a school welcome tour, some initial assessments, and goal setting with a counselor. This will assist in placing students into appropriate classes and provide additional support if needed. Each student and their parents will have the opportunity to review the student transcripts and participate in developing an Individual Learning Plan (ILP).

BELL SCHEDULE

<u>Period</u>	<u>Regular Day</u> Monday, Tuesday, Thursday, Friday		<u>Minimum Day</u> Wednesday	
<u>1</u>	8:30	9:15	8:30	9:05
<u>2</u>	9:15	10:00	9:05	9:40
<u>Nutrition Break</u>	10:00	10:10	—	—
<u>3</u>	10:10	10:55	9:40	10:15
<u>4</u>	10:55	11:40	10:15	10:50
<u>Lunch</u>	11:40	12:05	10:50	11:20
<u>5</u>	12:05	12:50	11:20	11:55
<u>6</u>	12:50	1:35	11:55	12:30

**FEATHER RIVER ACADEMY
PATHWAYS CHARTER ACADEMY
STUDENT ATTENDANCE CALENDAR
2025 - 2026**

August 2025					
M	Tu	W	Th	F	
					1
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

FIRST DAY OF SCHOOL August 13, 2025

LAST DAY OF SCHOOL June 3, 2026

STAFF WORK DAYS August 7 - 12, 2025

ALL COUNTY DAY August 7, 2025

September 2025					
M	Tu	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30				

LEGAL HOLIDAYS / BREAKS					
September 01, 2025					Labor Day
November 10/11, 2025					Veteran's Day
November 24 - 28, 2025					Thanksgiving Break
December 22 - January 2, 2026					Winter Break
January 19, 2026					Martin Luther King Day
February 16, 2026					Presidents' Day
February 16 - 20, 2026					Student Non-Attendance Day
April 3 - 10, 2026					Spring Break
May 25, 2026					Memorial Day

October 2025					
M	Tu	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

MINIMUM DAYS / EARLY RELEASE WEDNESDAY					
All students will be released at 12:30pm every Wednesday					
December 19, 2025					

November 2025					
M	Tu	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

December 2025					
M	Tu	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

LEGEND					
First and Last Day of School					36
Legal Holidays/Breaks					
Minimum Days					
End of Grading Period					

January 2026					
M	Tu	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

February 2026					
M	Tu	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

March 2026					
M	Tu	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

April 2026					
M	Tu	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

May 2026					
M	Tu	W	Th	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

June 2026					
M	Tu	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30				

Board Approved: 1/15/2025

180 Instructional Days

ATTENDANCE

Poor attendance is the single greatest cause of class failure. If students are to receive maximum value from their high school years, 100% attendance is a necessity. FRA has an automated system that contacts all phone numbers available to us on the day the student misses one or more periods.

Parents are responsible for calling the school office or sending a note when the student is absent.

A note should contain the following:

- The return-to-school date
- Parent/Guardian signature
- A contact phone number
- The date of absence/s
- The reason for the absence

We encourage Parents/Guardians to phone beforehand if they know that their student will be absent or on the day of the absence. The legal parent or guardian may make a phone call to the school office instead of a written note. A phone call or note must be received to excuse an absence. **All absences must be cleared within three days.** After three days, the absences become unexcused and cannot be changed.

Appointments

If a student has an appointment during the school day and needs to leave campus, they must bring a note to the office before the start of the school day. The permit will be issued when the student comes to the office to check out. Parents can also call and advise the office of an appointment. Attendance is essential for student success in school. FRA encourages routine medical or dental appointments to be made after school hours.

Change in Personal Information

The parent/guardian is responsible for informing the school of any changes in addresses or phone numbers.

Tardy Policy

Punctuality is a trait valued by schools and the workplace alike. FRA encourages all students to develop good habits, be on time, and avoid the negative consequences of being late. Students who are outside their assigned classroom and prepared for class before the tardy bell rings are late.

If they arrive late, all tardy students must check in at the front office.

Attendance Outreach/ Recovery Officer

The Campus Attendance, Outreach/ Recovery Officer, is available from 7:00 am- 2:30 pm to address your student's attendance issues and needs and can be contacted by calling (530) 822-2427.

School Attendance Review Board (SARB)

Education Code Section 48263- If any minor in a county district is habitually truant, as defined in Education Code Section 48262, the pupil may be referred to the School Attendance Review Board (SARB).

GENERAL INFORMATION

Academic Review and Individual Learning Plans

All students can develop an Individual Learning Plan (ILP) with a staff member to review and help evaluate their current status, progress, and post-secondary goals. Parents are invited to attend these meetings.

Bookroom Process

Books and other materials or equipment students use remain the school's property. All materials and equipment must be returned in good condition. Students will be required to pay for the cost of repair or replacement for damaged or lost items. The bookroom will be open to students who make an appointment with the receptionist. Books will only be checked out with prior approval from the supervising teacher.

Counseling and Intervention & Prevention Programs

To best serve your student, FRA offers many services and programs to address the social-emotional needs of our students. These services are offered and coordinated by the School Counselor and support staff. Community collaborators may provide additional resources and programs. Please contact the school office for further information.

Emergency Evacuation Drills

One of FRA's highest priorities is your students' safety; emergency drills are in place to keep them safe. When an alarm sounds, students need to follow the instructions given by their teacher and follow the plan identified in the School's Safety Plan (available in the school office). If students are out of class when the alarm sounds, they must proceed to the nearest classroom/evacuation route. Students who cause intentional interference with staff or emergency personnel shall be considered defiant of school rules and will receive consequences from the school and law enforcement.

Field Trips

Parents/Guardians will be notified if a student is invited to attend a field trip. For the student to participate in the event, a permission slip must be signed and returned to the school office.

5TH Year Seniors Petition Process

Several seniors petition to return for a fifth year to earn their high school diploma every year. With a written plan to meet graduation requirements by the end of the year and proof that the student shows continued growth, petition approval is at the discretion of the Administration.

'Home/Hospital Instruction' Parent Guidelines/Eligibility

Students whose acute/chronic health issues or injuries cause them to be severely restricted and temporarily unable to attend school may be eligible for services through the *Home and Hospital Instruction Program*. Home and Hospital Instruction **must** be recommended by a licensed medical doctor who has determined that the student can only attend school for up to 30 days. A temporary disability is a physical, mental, or emotional disability incurred while enrolled in a regular or alternative education program, after which the pupil can reasonably be expected to return to their regular educational program.

PG-13 and R-rated Movies

Students may view academically relevant movies that may be rated PG-13 or R-rated. Parents who wish to withhold permission for students to see PG-13 or R-rated movies for the entire school year can do so at the end of the orientation process. You can change this at any time by contacting the school office. Students may decline to view a film on the syllabus. Any students who do not view a movie will be entitled to an appropriate and comparable alternative assignment.

Students Returning to Their Home School

Students wishing to return to their home school must work closely with FRA staff and their home school **the semester before returning**. The counselor will work closely with these students and keep staff updated on potential transfer students. If the student is expelled, they must clear their expulsion before applying for readmission to their district of residence.

Transportation

Yuba-Sutter Transit monthly bus passes will be provided to students for transportation to and from school. One monthly bus pass will be issued to a student per month upon request. Lost or stolen bus passes must be replaced at the student's expense. As deemed necessary by site administration, transportation may be provided to assist with attendance or other exceptional circumstances.

Work Permits

Work permits are issued through the main office. Students need to request a work permit application form from the office Secretary to be issued a work permit. Work permits may be revoked at any time for excessive absences or suspensions. Before issuing a work permit, the administration reserves the right to require regular attendance and positive behavior.

Students are not to attend work when absent or suspended from school.

SCHOOL-WIDE GRADING POLICY

Feather River Academy works on a variable credit system and has a "product-driven" philosophy regarding earning credits. To maintain progress and position in the core program, all students are expected to earn a minimum of 15 credits per quarter/30 credits per semester:

- Classes are worth 2.5 credits per quarter.
- Grading Scale

A+	97 - 100	C+	77 - 79.99
A	93 - 96.99	C	73 - 76.99
A-	90 - 92.99	C-	70 - 72.99
B+	87 - 89.99	D+	67 - 69.99
B	83 - 86.99	D	60 - 66.99
B-	80 - 82.99	F	0 - 59.99

- Students enrolled for the entire quarter but earning less than 60% may be eligible for partial credit and a grade no higher than a D.
- Students enrolled for less than the entire quarter may earn less than 2.5 credits and receive a letter grade based on the quality of their work.
 - Students enrolled at FRA for less than **three weeks before the end of the quarter** may receive NM (no mark) or NC (no credit) for that quarter's grade.
- Classwork, projects, and assessments shall be assigned value using points and shall not be assigned a credit value. (*Exceptions may be made for students with IEPs*)
- Students can earn extra credits if they have earned 2.5 credits for the class.

All report cards are mailed to the home address on file in the FRA Office.

ACCELERATED CREDIT OPPORTUNITIES

In addition to enrolled credits, participation credits are awarded for being on time, completing assignments completed, and having productive behavior. These credits will be applied to the electives category. Each teacher will award participation credits and maintain a record of these credits, turning them into the office quarterly for AERIES input.

Students can earn additional credits by meeting the school's **Extra Credit** guidelines. Extra Credit packets are offered through teachers and pre-approved by the Academic Counselor. Students must have perfect attendance the week before requesting the work and fulfill the agreement with the teacher within an agreed-upon amount of time. The teacher assigning the work will be responsible for grading the work and awarding credits. Once a student has earned points/credits, they cannot be taken away. Each teacher will maintain accurate records of points/credits earned.

Extra credit Packets: Students may see their teacher or counselor to request additional credit packets. These opportunities are only available to students earning full credit in their classes.

Accelerated Reader Program: Students may earn a maximum of 25 credits, 15 in fiction and 10 in non-fiction. If a student wishes to earn more than 25 credits, they must work with an individual teacher for a specific project related to a subject, i.e., English, Social Studies, or Math.

Extracurricular Activities: *Sports (basketball, soccer, football, baseball), Shady Creek Camp Counselor, Back to School night, Open House, volunteering with leadership class activities, Greenhouse, and more. See a Counselor for other options.*

Work Experience: Work permit application forms are in the front office. Students must have good attendance to maintain a work permit.

Parenting Activities: Students with children or who care for children can earn additional credits by logging parenting activities. Prior approval is required.

Community Service: Working with any non-profit organization within the community can provide another source of earning credits. Prior approval is required.

ROP Classes: Are offered through One-Stop. Classes are after school, and prior approval is required.

Yuba Community College: See the Academic Counselor for a Concurrent Enrollment form to start the registration process. The college assessment test may be required before enrolling in academic classes.

Physical Education: Off-campus PE credits can be earned at a gym and through various sports activities. Prior approval is required.

GRADUATION REQUIREMENTS

Students must complete specific state and local graduation requirements to graduate from California public high schools. Local school districts (and County Offices of Education) are responsible for establishing high school graduation requirements, which vary among school districts. However, California Education Code Section 51225.3 specifies that students must pass minimum required courses. These requirements should be considered minimums and supported by the regulations prescribed by the local school (and county offices of education) boards. The minimum number of credits required for graduation from Feather River Academy is 220.

COURSE REQUIREMENTS

Subjects	Credits	
English	30	For grade-level opportunities and graduation evaluation, the following are used to determine class status. This may differ from the grade level on the official roll.
World History	10	
U.S. History	10	
American Gov.	5	
Economics	5	
Algebra	10	
Mathematics	10	9 th grade students
Life Science	10	10 th grade students
Physical Science	10	11 th grade students
Physical Education	20	12 th grade students
Fine Arts/F. Lang/CTE	10	
Health	5	
Electives	85	
Total	220	Credits

STATEWIDE ASSESSMENT

CAASPP: Each spring, students in grades three through eight and grade eleven participate in the administration of the Smarter Balanced assessments. The Smarter Balanced assessments are part of California's testing system, the California Assessment of Student Performance and Progress (CAASPP). Students take tests online in English-Language Arts and Mathematics. Students in grades five, eight, and one grade in high school also take an online test for Science. If you do not want your child to participate in an area of the CAASPP program, you may submit a written request to the school site coordinator before the beginning of testing. This must be completed annually and include your child's name, birthdate, and the specific test or content area in which they will be exempted.

ELPAC: Students for whom a language other than English is indicated on the Home Language Survey are assessed on the English Language Proficiency Assessments for California upon enrollment. The initial assessment determines language proficiency in English and program placement. English Learners are assessed annually on the ELPAC until reclassification criteria are met.

PFT: The Physical Fitness Test is administered to students in grades five, seven, and nine. Six components, Aerobic Capacity, Body Composition, Upper Body Strength, Abdominal Strength, Trunk Extension, and Flexibility, are measured against the guidelines established in the State's Healthy Fitness Zones.

SCHOOL RULES AND EXPECTATIONS

Campus Visitors

All visitors, including parents, must sign in with the office. Students may not have a guest at school at any time.

Closed Campus

Feather River Academy requires all students to comply with the closed campus policy. Students are not allowed to leave campus during school hours without permission from the office. Leaving school without permission is considered a cut and will be documented for SARB. If a student has an appointment during the school day and needs to leave campus, they must bring a note to the office before the start of the school day. The permit will be issued when the student comes to the office to check out. Parents can also call and advise the office of an appointment.

Computer System and Network Use Policy

Computers are available to students for tutorials, testing, software practice, and research. They are **not** for the following:

- Loading outside software or downloading software.
- Access personal computer accounts, including email and Facebook.
- Using the Campus Network to gain unauthorized access to any computer system.
- Connecting unauthorized equipment/flash drives to computers or the campus network.
- Unauthorized attempts to circumvent data protection schemes or uncover security loopholes.
- Knowingly or carelessly performing an act that will interfere with the regular operation of computers, terminals, peripherals, or networks.
- Knowingly or carelessly running or installing on any computer system or network or giving another user a program intended to damage or place excessive load on a computer system or network. This includes, but is not limited to, programs known as computer viruses, Trojan Horses, and worms.
- Deliberately damaging a computer terminal, central processing unit, or peripheral device.
- Deliberately wasting/overloading computing resources or printing excess copies of a document.
- Violating copyright laws and their fair use provisions through inappropriate reproduction or dissemination of the copyrighted text, images, etc.
- Displaying obscene, lewd, combative, hostile, or sexually harassing images or text on a computer that others can view.
- Using a computer or other electronic device to intimidate, harass, or threaten others. This includes inappropriate social media communication, repeated and unwanted emails to another user, inappropriate mass mailing, and multiple mailings to newsgroups, mailing lists, or individuals.
- Forging the identity of a user or machine in electronic communication.
- Transmitting or reproducing materials defamatory or otherwise violating existing laws or campus regulations.
- Using FRA resources for commercial activity, such as creating products or services for sale.
- Attempting to monitor or tamper with another user's electronic communications or reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner is a violation.

VIOLATIONS WILL RESULT IN PROMPT REMOVAL OF COMPUTER PRIVILEGES AND/OR LEGAL ACTION

Delivery of Items to Students

Balloons, flowers, food, or other items should not be ordered for delivery at school. If deliveries arrive, they will be held in the main office until the end of the school day.

Dress Code Violation

Students who are not appropriately dressed for school will be given an opportunity to call home for a change of clothing.

Clean t-shirts, sweatshirts, and sweatpants are available in the office to loan for the school day. Students who repeatedly violate the dress code will receive progressive disciplinary consequences.

2025-2026 Dress Code

All students are expected to wear clothing that is appropriate for school. Clothing shall be neat, clean, safe, and not disruptive to instructional activities. The following rules apply to all students:

- No short shorts, skirts, or dresses. Shorts, dresses, and skirts must be at least knuckle length when the arms are at the sides.
- No sagging pants. Pants must be at or above hip bones.
- No exposed cleavage.
- No spaghetti strap, halter, racerback, or tube tops. All tank tops must have straps that are a minimum of 1" wide (approximately the width of two fingers).
- No sheer clothing.
- No drug, gang, or alcohol-related clothing.
- No clothing that discriminates or is derogatory to any group.
- No clothing/accessory may be deemed dangerous, i.e., chains, studded collars, spikes, etc.
- No Gang or gang-related clothing. For example, blue or red clothing, excessively baggy clothing, belts worn excessively long, monikers or insignias, hair nets, headbands or "rags" worn on a person or displayed Old English style or "graffiti style" writing on any item school officials view as denoting gang membership or affiliation. (Denoting membership in a gang is prohibited – California Education Code 35183).
- Sunglasses are not allowed in class, assemblies, or any indoor school function unless prescribed or with a doctor's note.

Students must follow the accepted standards outlined in this policy to prepare appropriately for the classroom before admission. Refusal to cooperate will result in disciplinary action.

Drug-Free, Tobacco-Free Zone

FRA is a drug-free, tobacco-free, closed campus. Use, possession, or sale of tobacco, drugs, alcohol, or any other controlled substance or paraphernalia, including electronic cigarettes and related products, are not permitted on campus or in any immediate areas. This applies at all times on campus, including school activities after school (Penal Code § 308). Consequences enforced will range from suspension to loss of placement at FRA.

Fighting/Dispersing from a Fight

A fight or intent to fight will result in a 5-day home suspension. The Yuba City Police Department may cite the student (s) and transport them to the juvenile hall. The Administration may pursue alternate placement or a referral to Independent Study. Students who encourage, observe, and fail to disperse from the scene of a fight may also face disciplinary action.

Graffiti and Vandalism

Damaging, defacing, or destroying school property is against the law. Students guilty of such acts will receive consequences to the full extent that the California Education Code, California Penal Code, and County Policy allow. **Parents are responsible and financially liable for acts of vandalism committed by their students.**

No Open Containers

Open containers are not allowed on the FRA campus. Students will be required to dispose of any open container upon arrival. Water is available at school drinking fountains (in every classroom and on the grounds). Beverages are also available to students during breaks/mealtimes.

Passes

Students are required to obtain a pass from their teacher before leaving the classroom. Students must have a pass to come to the office, see the counselor, or use the phone. Students are to go directly to and from the designated destination on the

pass. Remember that a student's request to leave the classroom for any reason is just a request. It is at the teacher's discretion to approve or deny the request.

Plagiarism/Cheating

FRA is an educational community that values personal integrity. Academic dishonesty in all its forms (coursework, exams, or other academically related activities) will not be tolerated and includes, but is not limited to, the following:

- Cheating on any project, quiz, or exam.
- Copying from another student or knowingly allowing another to copy.
- Using unauthorized materials and technologies.
- Claiming as one's own a paper from a paper writing service, free or otherwise.
- Plagiarism: Paraphrasing material from a source without appropriate documentation.
- Knowingly obtaining, possessing, providing, using, buying, selling, or soliciting, in whole or in part, the contents of an examination.
- Intentionally causing a disadvantage to other students (tainting lab results, destroying another person's product, erasing another person's program, work, etc.).
- Tampering and changing any official classroom document.

School Locker

All students will be assigned to a small school locker located in the front office. All student cell phones must be stored in the lockers for the entire school day. Students may also store other personal belongings in the lockers. These are student lockers only.

Cell Phone/Personal Music Device Policy

Cell phones can facilitate student-parent/guardian communications; however, cell phones, personal music devices, and electronics on campus must be stored in the student lockers located in the front office. There will be no exceptions.

If students fail to comply with this expectation, the following will occur.

- **1st offense - Student directed to put the device away – referral written**
- **2nd offense - Student directed to the front office to turn in a device to administration for the remainder of the day – referral written**
- **3rd offense – parent or guardian will need to come and pick up the device from the office**
- **If the issue persists, the principal will confiscate the student's cell phone and secure it in the office. The student will then be required to check in their cell phone with the principal each morning and retrieve it at the end of the school day for a period of time determined by the principal.**

Please be advised that FRA is not responsible for any lost, stolen or broken personal electronic devices.

Possession of Weapons

Weapons, such as firearms, knives, explosives, or dangerous objects, are not permitted on school campuses. Possession of a weapon will result in a Law Enforcement Intervention.

Profanity/Vulgarity

Profanity and vulgarity are not tolerated on school grounds or at any school event. Staff will intervene when necessary. Defiance to staff and profanity or vulgarity being directed toward any staff member is unacceptable and will result in consequences. Profanity and obscenity in the classroom are inappropriate and will result in consequences ranging from a warning to suspension.

Prohibited Items

Other prohibited items include, but are not limited to, Bluetooth speakers, permanent markers, laser pointers, aerosol containers, spikes, and water pistols. These items will be confiscated and will not be returned.

Questioning by Outside Authority

Any law enforcement agent, with appropriate identification, has the authority and right to question students while at school.

Skateboards, Bicycles, and Scooters

Students are responsible for locking their bicycles while on campus. The use of skateboards and scooters is prohibited on campus. These items will be confiscated if observed being used. FRA is not responsible for any lost, stolen, or damaged items. Bikes must be locked on the racks provided outside of the office.

Student Parking

Students may not go to their cars during school hours. Student parking and driving on campus is a privilege, and violations may result in disciplinary action and possible loss of on-campus parking. The school and SCSOS are not responsible for theft or damage to a student's vehicle or theft of the contents inside the vehicle. California Highway Patrol, Yuba City Police Department, and Fire Department personnel may issue citations for parked vehicles violating safety, handicapped, and fire access codes. Any unsafe driving on or around the school will result in disciplinary action.

The Role of Discipline

The most crucial role of discipline in the school is to create a safe and comfortable learning environment for all members of the school community. Good citizenship and appropriate behavior are expected of all students at FRA. Communication between the home and school concerning discipline matters and academic progress is paramount to creating a safe environment conducive to learning.

Students who exhibit inappropriate behavior are given consequences increasing in severity. This includes conferences and a list of Alternative Means of Correction (AMC) identified at FRA as the *Progressive Discipline Plan* (available upon request). Suspension from school ranges from one to five days, and continued misbehavior may result in referral back to home school or referral to an alternate school or program.

Searches of Student Lockers and Desks

All student lockers and desks are the property of the Sutter County Superintendent of Schools (SCSOS). SCSOS staff may conduct a general inspection of school properties that are within the control of students, such as lockers and desks. Any items in a locker or desk shall be considered the property of the student to whom the locker or desk was assigned.

The Use of Metal Detectors

The County Superintendent of Schools finds that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled. The County Superintendent also finds that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The following safeguards shall be used when making metal detector scans:

1. Before the walk-through, students shall be asked to empty their pockets and belongings of metallic objects.
2. If an initial handheld metal detector activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry) and will be scanned a second time.
3. If the activation is not eliminated or explained, the school administration shall escort the student to a private area where an expanded search shall be conducted.
4. The search shall be limited to the detection of the cause of the activation.

Use of Contraband Detection Dogs

Contraband detection dogs shall not be used in classrooms or other SCSOS facilities when the rooms are occupied, except

for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual.

Before conducting an inspection, students shall be asked to leave the room that will be subject to the canine sniff. No student shall be forced to leave personal items behind for inspection unless school officials have reasonable suspicion to search for the item.

Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student using that item or place or responsibility for it shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought it onto SCSOS property shall be asked to unlock it for inspection.

Notifications

At the beginning of each school year and upon enrollment, students and parents/guardians shall be informed about the policies and procedures for searches, including notice regarding

1. The possibility of random searches of students, their belongings, their vehicles parked on SCSOS property, and SCSOS properties under a student's control, including lockers or desks
2. The SCSOS's contraband dog detection program
3. The use of metal detector scans

In addition, signs shall be posted at all schools where metal detectors are to be used to explain that they may scan anyone for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

KNOW YOUR EDUCATIONAL RIGHTS

Your Child has the Right to a Free Public Education.

All children in the United States have a constitutional right to equal access to free public education, regardless of immigration status and the immigration status of the student's parents or guardians.

- In California, All children have the right to a free public education.
- All children ages 6 to 18 years must be enrolled in school
- All students and staff have the right to attend safe, secure, and peaceful schools.
- All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- All students have equal opportunity to participate in any school program or activity. They cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept various documents from the student's parent or guardian to demonstrate proof of the child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to give a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and publicly provide primary student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy and let you know of your option to refuse to release your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You can provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.
- You can complete a Caregiver's Authorization Affidavit or a Petition for the Appointment of a Temporary Guardian of the Person, which may give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if they are discriminated against, harassed, intimidated, or bullied based on their actual or perceived nationality, ethnicity, or immigration status.

IDENTIFICATION OF ENGLISH LEARNERS AND PARENT NOTIFICATIONS

The Sutter County Superintendent of Schools Office will identify, assess, and serve all students whose primary language is not English.

Initial Identification

Upon enrollment in Sutter County Superintendent of Schools, each student's primary language shall be verified through the state-mandated Home Language Survey (HLS), administered upon initial enrollment in a California school. The HLS form consists of four questions to be answered, then dated and signed by the parent/guardian.

The Home Language Survey and Results

1. If the Home Language Survey indicates English is the primary language of the home, then the completed HLS is placed in the student's cumulative file. No EL assessment or program services are needed.
2. If the Home Language Survey indicates a language other than English only on question #4, the completed HLS shall be placed in the student's cumulative file. Assessment based on question #4 is at the discretion of the LEA.
3. If the Home Language Survey indicates the answer to any of the first three questions on the HLS is other than English, the student is designated as having a primary language other than English (including students with disabilities).
4. Any student who is identified as having a primary language other than English, as determined by the Home Language Survey, and has not been previously identified as an English Learner by a California public school or has no record of results from an administration of an English language proficiency test, shall be assessed for initial English proficiency within the regulatory window.

The LEA maintains and monitors English Learner records for each EL student to assist the teacher, parent, school, and administrators with program placement and development, student monitoring, reclassification, and reporting. At a minimum, the following items will be included in the EL folder:

- English language proficiency scores
- Copies of Academic Support Plans and Parent Reports
- Copies of parent notification letters
- Reclassification documentation

At times, students enrolled in alternative education settings are missing or have incomplete or inaccurate records. Staff will try to gather missing records and address and rectify student record errors while enrolled.

Initial and Ongoing Assessment

The English Language Proficiency Assessment of California (ELPAC) is the primary indicator of English proficiency for the initial identification and ongoing assessment of English Learners.

A pupil shall be administered the initial assessment only once throughout the pupil's enrollment in the California public school system, as verified by the LEA through a review of the CALPADs system before initial assessment administration.

The ELPAC will be the sole indicator for initial identification and ongoing assessment of English Language Proficiency.

- A. State assessments are administered by District personnel who have received the mandated annual training.
- B. Assessment results are sent to parents and filed in the student's LEA's English Learner folder and student information system.

The home language survey (HLS) is completed once by the parent or guardian when the student is initially enrolled in a California public school. If the HLS is completed incorrectly, the parent or guardian may request to change it before the local educational agency (LEA) administers the English Language Proficiency Assessments for California (ELPAC), specifically the Initial ELPAC or the Initial Alternate ELPAC.

However, once a student is identified as an English learner (EL) based on the results of the Initial ELPAC or Initial Alternate ELPAC and has been administered the Summative ELPAC or Summative Alternate ELPAC, revising or correcting the HLS is no longer allowable unless there was an administrative error.

Based upon its review of the evidence, the LEA shall determine whether the pupil's classification should remain unchanged or be changed. The LEA shall notify the parent or guardian in writing of the results of the review within 14 calendar days of its determination.

This review shall occur only once throughout the pupil's enrollment in the California public school system.

Special consideration should be given to the specific circumstances that follow:

1. **Students with Special Needs:** Variations and accommodations in test administration may be provided under CCR 11516-11516.7. Any student with a disability shall be allowed to take the language assessment with accommodations identified as appropriate and necessary in the Individualized Education Plan (IEP) or Section 504 Plan as those the student regularly uses during instruction and classroom assessment.
2. If the student cannot participate in the assessment or a portion of the assessment with such accommodations, an alternate assessment for English language proficiency shall be administered before the student's IEP.
3. **Alternate Assessment:** When a student with severe disabilities cannot take the language assessment or any portion thereof, the matter is addressed in an IEP team meeting. IEP team members may determine that alternate assessments are appropriate and necessary, and as a team, should use the *Participation Criteria Survey for an Alternate Assessment*, located in the Appendix, to determine appropriate domains in which to utilize an alternate assessment.

The IEP team should document the alternate assessment selection(s) in the IEP and indicate scores or levels in each of the overall assessments and each strand. Assessment information will be considered by the team when developing linguistically appropriate goals—[EC sections 56341.1 (b) and 56345 (b) (2)].

1. **Students using American Sign Language:** According to the U.S. Department of Education (ED), American Sign Language (ASL) is not considered a language other than English for testing purposes. Students who use ASL for communication and have not been exposed to any language other than English should not be considered for initial assessment testing.

The IEP team should consider testing—with appropriate variations, accommodations, or alternate assessment(s)—for a student who uses ASL for communication because of deafness or hearing impairment and for whom there is another primary language other than English indicated on the student's HLS.

2. **Fifth-Year Seniors:** Until an English Learner (ages 3-21 per Title III of the Every Student Succeeds Act) is no

longer enrolled or is reclassified as fluent English proficient, he/she must take the English language proficiency assessment.

SCSOS will continue to administer the annual summative language assessment within the regulatory window to assess language proficiency until students are reclassified as fluent English proficient using the criteria specified in the SCSOS Administrative Regulations and this plan.

Students with a language other than English, as indicated on their Home Language Survey and for which there is no standardized assessment, will be assessed in their primary language through interviews and informal assessments.

Annual Parent Notification of Assessment Results

Within 30 calendar days of receiving the test contractor's results, SCSOS will send an Annual Parent Notification Letter informing parents of their child's test results and reminding them of the language acquisition program placement options.

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's English language proficiency level. These strategies help each student reach proficiency in speaking, reading, and writing English and succeed academically in all core subjects.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

INSTRUCTIONAL SETTINGS AND STRATEGIES (K-12)

Placement

All English Learners enrolling in SCSOS programs shall receive English Language Development (ELD) instruction and access to the core curriculum. Depending on the level of proficiency in English, students are placed in a program that reflects the use of flexible grouping and other differentiated teaching strategies:

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with a curriculum and a presentation designed for pupils learning English. At a minimum, students are offered ELD and access to grade-level academic subject matter content.

Other Instructional Setting based on IEP: Students in a special education/ special day class setting are taught overwhelmingly in English, although some assistance may be provided in the primary language. Authorized teachers teach Students ELD and other core subjects using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

FEATHER RIVER ACADEMY
TITLE 1 SCHOOL-PARENT COMPACT

Sutter County Superintendent of Schools, Feather River Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student achievement and how the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the school year 2025-2026

School Responsibilities

Feather River Academy will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

1. All Teachers and staff will:

- Encourage and support students' learning
- Believe that each student can learn
- Use positive actions and words
- Maintain and foster high standards of academic achievement and positive behavior.
- Respectfully and accurately inform parents of their child's progress
- Have high expectations for students and be committed to continuous growth for the teacher, staff, and the school
- Respect the cultural differences of students, their families, and other staff members
- Help students resolve conflicts in positive, non-violent ways
- Coordinate efforts with other staff to support the success of each child
- Create a caring, inclusive, stimulating, safe school/classroom setting.

2. As it relates to individual student achievement, this compact will be discussed with parents during orientation.

- Orientation is held before a student enrolls at Feather River Academy
- Back to School Night is held in the first 4 to 6 weeks of each new school year

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide as follows:

- Progress reports with letter grades are mailed to parents/guardians approximately four to five weeks into each quarter.
- Grade reports with letter grades are sent to parents/guardians at the end of each nine weeks.
- Provide parents with reasonable access to staff. Specifically, staff will be available to consult with parents.

Parent Responsibilities

As a Parent or Guardian, I will:

- See that my child attends school regularly and on time
- Provide the necessary material for class participation
- Maintain and foster standards of high academic achievement and positive behavior
- Make sure all homework is completed and returned on time
- Communicate regularly with my child's teachers
- Encourage my child to practice reading and math activities at home
- Show respect and support for my child, the teachers, and the school
- Volunteer and participate, as appropriate, during school events

Student Responsibilities

I, as a student, will:

- Always do my best in my work and my behavior
- Work cooperatively with my classmates and teachers
- Show respect for myself, my school, my teachers, and others
- Obey the school rules
- Take pride in my school and my schoolwork
- Come to school prepared with my homework and my supplies
- Believe that I can and will learn

Parent Signature

Date

Student Signature

Date

Feather River Academy Parent Compact, SCSOS 2025-2026 School Year

PARENT AND STUDENT AGREEMENTS

I have received the school rules and behavior expectations and understand that I am responsible for knowing and following all school rules. I also understand that I am subject to disciplinary action if I disregard them. If I am involved in any violation of any school rule or violate the Education Code, I may be subject to the maximum consequences allowable. ***Please initial and sign***

Parent/Guardian:

- I participated in the Orientation Process, received and reviewed the FRA Handbook, understand all accompanying Parent/Student Notifications, and have had my questions answered.
- I understand that FRA has a school Dress Code, and I agree to comply with this policy by ensuring that my child arrives at school in the proper clothing. If my child does not conform, I understand I will be required to bring their appropriate clothing to school.
- I understand and agree to the Feather River Academy Computer Contract Conditions of Use.
- I understand and agree to uphold the cell phone/personal music device policies and understand that FRA is not responsible for any lost, stolen, or broken cell phone/personal music device. Confiscated phones/music devices will be returned only to parents/guardians.
- I understand and agree to uphold the closed campus policy.
- I understand and agree that my child may be interviewed and photographed for publication, media, websites, and school publications.
- I understand and agree that FRA staff may provide transportation to assist with attendance or other exceptional circumstances.
- I have received a copy and agree to the School-Parent Compact
- I understand and agree to uphold the school rules and expectations and have received a copy of the parent/student handbook and legal notifications.

Parent/Guardian Signature _____ **Date** _____
Opt-out option - I do not want my child to watch PG-13 or R-rated movies _____

Student:

- I participated in the Orientation Process, received and reviewed the FRA Handbook, understand all accompanying Parent/Student Notifications, and have had my questions answered.
- I understand I am required to comply with the FRA's Dress Code. I agree to come to school in the appropriate clothing. I understand I may receive detention for any class time missed due to a Dress Code violation.
- I understand and agree to the Feather River Academy Computer Contract Conditions of Use.
- I understand and agree to uphold the cell phone/personal music device policies and understand that FRA is not responsible for any lost, stolen, or broken cell phone/personal music device. Confiscated phones/music devices will be returned only to parents/guardians.
- I understand and agree to uphold the closed campus policy.
- I understand I may be interviewed and photographed for publication, media, websites, and school publications.
- I have received a copy and agree to the School-Parent Compact
- I understand and agree to uphold all school rules and expectations and have received a copy of the parent/student handbook and legal notifications.

Student Signature: _____ **Date** _____