

2026-2027 TK-8th Grade Parent/Guardian & Student Handbook

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

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

www.achievecharter.org

Achieve



where
everyone
belongs.



where
everyone
is challenged
and supported.



where
everyone
makes the world
a better place.

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MISSION AND VISION

Achieve Charter School: Where everyone belongs, where everyone is challenged and supported, and where everyone makes the world a better place.

Achieve Charter School is a network of TK-8 public schools committed to quality standards-based instruction through individual learning opportunities. Our character-building small school environments focus on building resilience and empowering every student to be a positive contributor to society.

The organizational vision for Achieve Charter School of Paradise Inc. is to play a role in driving change that improves the quality of life, education level, economic development, and mindset of the Ridge, Chico, and surrounding communities.

The Achieve organization will positively affect the public education system as a whole by increasing educational options for students, increasing enrollment in Paradise, and by modeling best practices for decreasing the achievement gap, increasing the number of graduates prepared for college and/or career, engaging parents, inspiring students, empowering teachers, and involving the communities of Paradise and Chico.

ORGANIZATION

BOARD OF DIRECTORS

Achieve Charter School of Paradise Inc. is organized as a not-for-profit 501c3 for the purpose of operating one or more public charter schools. Our Board of Directors is legally and fiscally responsible for the organization and approves all school policies and the annual budget. Regular board meetings are open to the public and held on the fourth Wednesday of each month at 4:00, alternating between our Chico and Paradise campuses. Check the school website for location, agendas, and minutes.

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

ADMINISTRATIVE TEAM

SUPERINTENDENT: Casey Taylor

The Superintendent reports to the Board of Directors and is responsible for creating, communicating, and implementing the organization's vision, mission, and overall direction. Casey Taylor leads the development and implementation of the organization's overall strategy.

CHIEF BUSINESS OFFICER: Korin Baber

The Chief Business Officer (CBO) is delegated by the Board of Directors to administer and supervise all fiscal matters and oversee human resources and business operations.

FINANCE OFFICER: Courtney Howe

The Finance Officer is delegated by the Board of Directors to supervise all fiscal matters.

PRINCIPALS: Erika Etchison, Paradise, and Steve Wright, Chico

The Principals are delegated by the Superintendent to implement school policy, develop school programs, and supervise school staff.

DIRECTOR OF CURRICULUM AND INSTRUCTION: Kaylan Sigel

The Director of Curriculum and Instruction assures the successful development and support for a rigorous and standards-based curriculum and associated curricular resources. Provides oversight for curriculum and instruction, coaching teachers and staff, and leading professional development.

SPECIAL EDUCATION AND MENTAL HEALTH SERVICES DIRECTOR: Mary Tickle

The Special Education and Mental Health Services Director oversees the Special Education and mental health programs and staff at both the Paradise and Chico campuses.

ORGANIZATION CONFIDENTIAL EXECUTIVE ASSISTANT: Nicole Maletic
Provides support to the Superintendent and other members of the leadership team.

OFFICE STAFF

Michelle Sobrero, Office Manager (Chico)
Lauren Reid, Office Support (Chico)
Mishawn Delgado, Office Manager (Paradise)

GENERAL INFORMATION

CAMPUS ADDRESSES

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1494 East Ave
Chico, CA 95926
(530) 872-4100 (option 1)

Achieve Charter School of Paradise
771 Elliott Rd
Paradise, CA 95969
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CAMPUS SUPERVISION

Our campus is supervised by school personnel to ensure the safety of students. Students may be on campus at 7:30 am on school days. There will be no supervision provided before 7:30 am.

SCHOOL BEGINS

6-8 8:00 am
TK-5 8:10 am

SCHOOL DISMISSAL (M-TH)

TK 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 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.

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 school office.

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)

ATTENDANCE

ARRIVAL

Students may be on campus at 7:30 a.m. on school days. No supervision will be provided before 7:30 a.m.

DISMISSAL

Unless attending the after-school program, all students must be picked up after school by 3:00 pm. Please be prompt in picking up your child(ren). Our staff may have other obligations after

3:00 pm. Children will only be released to parents/guardians and other adults named in your registration packet. Please contact the office if your child will be picked up by someone other than a parent or guardian. 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.

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 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.

PROGRAMS

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. Although, 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 3 days of your child returning to school.

E.L.O-P AFTER SCHOOL PROGRAM

The Achieve More! ELO-P After School Program is available to TK-6th grade students and 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 **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 Guide can be found on our website:

<https://www.achievecharter.org/Policies--Forms/index.html>

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 7:30 am and end at 4:30 pm (for Chico students) and 8:00 am to 5:00 pm (for Paradise students). 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 **free for all qualifying students**.

SUMMER SCHOOL ELO-P

Summer ELO-P is available! Please see the ELO-P Calendar for date info. From 7:30 am to 4:30 pm (for Chico students) and 8:00 am to 5:00 pm (for Paradise students) 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 to view dates and to sign-up your student. Sign-ups are required and the tuition is **free for all qualifying students**.

LUNCHES/SNACKS

MORNING SNACK

Please send your child a healthy morning snack every day. Students will be encouraged to choose something healthy from their lunch for a snack if it is not designated by their parent/guardian. Students will not be allowed to bring candy, soda (caffeinated or not), or any other caffeinated drinks onto the school campus.

BREAKFAST AND LUNCH PROGRAM

Achieve Charter School utilizes the Paradise and Chico Unified Breakfast and Lunch Program and offers free meals to all students through the National School Lunch and Breakfast Program. Breakfast and lunch are available Monday through Friday. Breakfast can be picked up each morning. Lunch count will be taken in classrooms by 8:30 a.m. Please call the school office before 8:30 a.m. if your child will be tardy and needs a lunch ordered for that day.

FORGOTTEN LUNCHES

If your child has forgotten lunch, a free lunch will be ordered for him or her. If you would like to bring your child's lunch, please drop it off in the office and identify your child's name and grade. Please do not disturb the classroom by taking it to your child.

DEPARTMENT OF AGRICULTURE PROHIBITS DISCRIMINATION

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and, where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities).

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at the U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email program.intake@usda.gov.

Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (Spanish).

“USDA is an equal opportunity provider and employer.”

HEALTH INFORMATION

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

HEALTH EXAMINATION

On or before the 90th day after a student's entrance into first grade at **Achieve Charter School** (the “School”), all students must provide a certificate approved by the California Department of Health Services documenting that, within the prior 18 months, the child had received the appropriate health screening and evaluation services as provided by Health & Safety Code section 124040. Alternatively, the student must provide a waiver signed by the student's parents/guardians indicating that they do not want or are unable to obtain the health screening and evaluation services for their child. If the waiver indicates that the parents/guardians are unable to obtain services for the child, the reasons why should be included in the waiver. If the student fails to provide the required documentation, the student will be excluded from the School for not more than five days. In limited circumstances, up to five percent of the School's first-grade enrollment may obtain exemptions from exclusion if the School contacts the student's

parents/guardians at least twice before the 90th day after entrance to the first grade, and they refuse to provide either a certificate or waiver. These exemptions shall only be used in extraordinary circumstances, including, but not limited to, family situations of great dysfunction or disruption, including substance abuse by parents or guardians, child abuse, or child neglect.

Upon enrollment, the School will verify that the student's file contains a certificate of the health examinations required under Health & Safety Code section 124040, or a waiver from those requirements.

ORAL HEALTH ASSESSMENT

By May 31 of each school year, students entering kindergarten or the first grade (who have not attended kindergarten) must present proof to the school of having received an oral health assessment by a licensed dentist or other licensed or registered dental health professional. The oral health assessment must have been performed no earlier than 12 months prior to the date of initial enrollment.

A student may be excused from this requirement if his/her parent or guardian indicates on the approved form provided by the school that one or more of the following reasons apply:

1. The oral health assessment poses an undue financial burden on the parent/guardian;
2. The parent/guardian lacks access to a licensed dentist or other licensed or registered dental health professional; or
3. The parent/guardian does not consent to the assessment.

Notice: Upon initial enrollment in kindergarten or first grade, the school will notify parents/guardians of the required oral health assessment on the California Department of Education-approved form.

IMMUNIZATIONS

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to require immunization of all students against preventable diseases.

Admission: Students shall not be unconditionally admitted to the School unless, prior to his/her first admission to the School, he/she presents an immunization record which shows at least the month and year of each immunization the student has received, in accordance with law. Personal belief exemptions are not permitted. Students may be conditionally admitted in accordance with the regulations promulgated by CDPH. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit the student from further attendance until that student has been fully immunized as required by law. Students who are not fully immunized may be admitted conditionally if they are not currently due for any immunizations but have outstanding doses remaining. The School shall review conditional admissions at least every 30 days and exclude students who do not meet required timelines.

The School shall not unconditionally admit or advance any pupil to the 7th through 12th grade levels unless the pupil has been fully immunized against pertussis (whooping cough), including all pertussis boosters appropriate for the pupil's age.

Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School's record-keeping policy.

If the School discovers that an admitted student has not received all required immunizations, the School will notify his/her parent/guardian. If, within 10 school days of the notice, the child does not provide documentation of having received all required immunizations, the School shall exclude the student from attendance.

Additionally, the School shall only accept medical exemptions that are issued through the California Immunization Registry – Medical Exemption (CAIR-ME) system, in accordance with Health and Safety Code section 120372.” Exemptions now expire at the 7th-grade checkpoint and must be reissued/renewed. The School will verify medical exemptions through the CAIR system and maintain documentation in the student's health record in accordance with state recordkeeping requirements.

Beginning January 1, 2021, the form that is compliant with Health & Safety Code section 120372 shall be the only documentation of a medical exemption that the School may accept.

If CDHP (the “Department”) revokes a student's medical exemption, the student has 30 days to commence the immunization schedule required for attendance at the School. During this 30-day period, the student may continue in attendance at the School. Alternatively, the parent/guardian may appeal the revocation through the Department's appeal process. The student will continue in attendance during the pendency of the appeal and will not be required to otherwise comply with immunization requirements unless and until the revocation is upheld on appeal.

The School will file a written report on the immunization status of new entrants to the School with the CDHP as required by law.

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 1 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 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.

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.

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.

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.

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/dhdsp/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) and students in grades K, 1, and 2 will participate in a brief reading screener. This assessment is required by the State of California to help schools identify potential reading difficulties early and support student success. An . 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.

COMMUNITY MENTAL HEALTH SERVICES

Available in the Community:

- 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:

- Teen Line: Text “TEEN” to 839863
- Crisis Text Line: Text “help” to 741-741
- 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/>).
- Trans Lifeline: 1-877-565-8860
- 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.achievecharter.org/Students--Parents/Resources/index.html>

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.

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.

Please refer to the Achieve Charter School Comprehensive School Safety Plan, available in the office, for an extensive list of emergency procedures. 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 in an easily accessible and recognizable container next to the automated external defibrillator (AED) and are located in the staff room at the Paradise campus and in the main office at the Chico campus.

EMERGENCY DRILLS

Our campuses will conduct school-wide drills. Parents or guardians can opt their child or children out of a drill(s) by contacting the school office (ParentSquare, email, or phone).

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.

School personnel will try contacting a parent or guardian first and if they cannot be reached, then school personnel will try to contact the students' appointed emergency contacts.

EMERGENCY REQUIRING MEDICAL CARE

In the event of an medical emergency, and depending on the situation, if an Achieve Charter School staff member or representative cannot reach a parent, guardian, or other emergency contacts listed, an Achieve staff may need to transport a student to a local hospital or call an ambulance for medical care.

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

STUDENT INFORMATION SYSTEM AND SCHOOL COMMUNICATION

AERIES/STUDENT DATA CONFIRMATION

Our Charter School uses the 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, and 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](https://www.ParentSquare.com) or via the ParentSquare app.

WETIP

We have 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.

FROM HOME TO SCHOOL COMMUNICATION

The single most important factor in successful school relations is effective communication. Parents/guardians with any concerns regarding classroom instruction or the learning environment are asked to bring such concerns to the attention of the classroom teacher first. If the discussion between the parent/guardian and teacher does not resolve the concern, please notify the Principal.

Parents/guardians are encouraged to speak with the classroom teacher regularly. The Principal encourages parents/guardians and teachers to use notes, emails, and before or after school meetings to facilitate regular communication. Please DO NOT “DROP IN” during instruction time, as this disrupts the learning environment.

School concerns outside the classroom can be brought to the Principal's attention. The Principal encourages parents to share their concerns. In order to ensure that the Principal can give parents/guardians the time and attention they deserve, it is important to schedule a meeting in advance. When you call for such an appointment, please leave your name, the nature of your concern, and a number where you can be reached.

Any concerns or issues for the Achieve Charter School Board of Directors must be made in writing and must be signed and dated. A director will follow up with the individual once the written complaint is received.

FROM SCHOOL TO HOME COMMUNICATION

To facilitate communication between school and home, TK-5th students will bring home a folder. Folders will have upcoming event information and multiple other items for parents/guardians. Your child's schoolwork from the previous week will be included in the folder. Please sit down with your child to look at and talk about your child's work. Parents/guardians should find something to praise their child for and something to encourage them to work on the next week. This is a good time to discuss your child's goals in his/her PLP at the beginning of the year and at each trimester. This communication between school to parent/guardian and parent/guardian to child is vital for student success. In addition, school and classroom newsletters, reminders, and information will be e-mailed and/or sent out by Parent Square to families who provide e-mail addresses and cell phone numbers. These communication tools are our primary link from school to your home and our greatest way to foster a partnership. Please visit our website at www.achievecharter.org for more information.

CONFIDENTIALITY

Members of the Achieve Charter School staff cannot, by law, divulge information concerning any student to anyone who does not have what the law defines as a clear "need to know." In disciplinary or academic situations, the only persons who meet this definition are the parent(s)/guardian(s) of the children involved. In addition, Achieve contracts with the Butte County Office of Education to handle student records.

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 of this handbook 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.

VISITOR AND VOLUNTEER POLICY AND PROCEDURES

PARENTS/GUARDIANS VISITING THE SCHOOL

Parents/guardians are welcome to visit their children's classrooms if arrangements have been made in advance with the teacher. Parents/guardians are encouraged to volunteer in the classroom. Please check with your child's teacher about the best times to volunteer. Parents/guardians are invited and encouraged to attend all school functions. All parents/guardians must sign in and out at the office and receive a visitor's badge before entering and exiting the school grounds during school hours.

Halls and playgrounds are supervised by school personnel to ensure the safety of students. All volunteers in contact with children will show proof of fingerprint clearance or be accompanied by a paid employee of the school at all times. All volunteers and visitors must sign in at the school office upon arrival and sign out when leaving.

VOLUNTEER GUIDELINES

1. Volunteers 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.

FIELD TRIP DRIVER POLICY

All parents/guardians who wish to drive children for school-sponsored activities must:

4. Have fingerprint clearance through the DOJ and FBI.
5. Have a valid, unrestricted driver's license and driving record subject to review by the principal.
6. Complete a Volunteer Driver Application Form (each year)
7. Provide proof of insurance for the vehicle with a minimum of \$100,000 per person/\$300,000 per accident for Liability for Bodily Injury/Property Damage.
8. Understand that according to California State Law, in any motor vehicle accident, insurance claims will first be pursued with the driver of the vehicle.
9. Provide one seat belt for each vehicle occupant.

Parents/guardians are reminded only to transport the number of people for which the car was constructed, and all children must wear a seat belt. The car seat law is 8 years old or 4'9". Field trip drivers must strictly adhere to the itinerary of the planned trip. If the driver deviates from the itinerary, the driver and students become ineligible for the school's liability insurance coverage. All cars must travel the same route to the destination.

Parents/guardians wishing to attend field trips and bring younger siblings should discuss the situation with the classroom teacher for the appropriateness and safety of each trip. If a parent/guardian attends a field trip with a sibling, they will be unable to drive other students from the class or be a chaperone for other students while on the trip.

RIGHTS OF NON-CUSTODIAL PARENTS

In the absence of a court order to the contrary, the school will provide all the child's parents, custodial or non-custodial, with equal access to the child and equal access to academic records and other school-related information regarding the child. If there is a court order specifying that there is no information to be given, no contact with the child, etc., it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

ACADEMIC POLICIES AND INFORMATION

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.

CURRICULUM

UFLI (Paradise and Chico)

St Math - Grades K-3 (Paradise and Chico)

Lexia - Grades K-2 (Chico)

Amira - Grades K-2 (Paradise and Chico)

Mystery Science - Grades K-5 (Paradise and Chico)

Envision Mathematics - Grades K-3 (Paradise and Chico)

School Connect - Social Emotional Curriculum - Grades 6-8 (Chico)

The Toolbox Project - Social Emotional Curriculum - Grades K-8 (Paradise)

Wit & Wisdom Literacy Curriculum - Grades K-8 (Paradise and Chico)

Wit & Wisdom is a knowledge-rich, content-focused literacy curriculum that brings the joy of reading to life for students in grades 3-8. By exploring authentic texts and rich,

thought-provoking themes, Wit & Wisdom builds students' knowledge across a wide range of topics, enhancing their comprehension, critical thinking, and writing skills. Through in-depth study, students develop a stronger understanding of literature, history, and the world around them, which empowers them to become more thoughtful, informed communicators. Highlights of Wit & Wisdom include:

Authentic Texts: Students read a variety of high-quality books, articles, and multimedia resources that encourage engagement with complex ideas and vocabulary.

Integrated Reading and Writing: The curriculum connects reading, writing, speaking, and listening tasks, providing a cohesive approach to literacy development.

Content Knowledge: Each module focuses on thematic topics, ranging from history and art to science and culture, helping students make meaningful connections.

Analytical Skills: Students practice interpreting evidence, making inferences, and articulating ideas clearly, preparing them for advanced academic and real-world challenges.

Wit & Wisdom is designed to inspire curiosity and deepen students' understanding, laying a strong foundation for academic success and a lifelong love of learning.

McGraw Hill - California Inspire Science

McGraw Hill's California Inspire Science for middle school is a hands-on, phenomena-based curriculum built to fully address the Next Generation Science Standards (NGSS). Students explore real-world problems through inquiry, collaboration, and the 5E instructional model—Engage, Explore, Explain, Elaborate, and Evaluate—to build deep understanding of core concepts. Lessons weave together science and engineering practices with crosscutting concepts to help students think and work like scientists and engineers. The program also connects learning to STEM careers, encouraging students to apply their knowledge in meaningful ways.

McGraw Hill - Impact Social Studies

McGraw Hill Impact Social Studies for middle school uses an inquiry-based approach that engages students in asking questions, investigating sources, and taking informed action. Lessons align with the C3 Framework to build critical thinking, problem-solving, and civic engagement skills. Students strengthen reading, writing, and communication through close reading, evidence-based writing, and collaborative discussions. The program blends hands-on activities with digital resources to make learning meaningful and relevant.

Foundations Of Early Literacy

Our Foundations of Early Literacy program provides young learners in grades K-2 with the essential building blocks needed for strong reading, writing, and language skills. Early literacy is crucial to academic success, as it equips students with the fundamental skills that empower them to access and engage with all areas of learning. Each campus offers a specialized program

tailored to meet the unique needs of our students and foster a deep love of reading and comprehension.

Achieve Chico Campus – University of Florida Literacy Institute (UFLI). UFLI is a research-driven literacy intervention program that focuses on phonemic awareness, systematic phonics, and fluency. Students gain foundational skills through structured practice and engaging literacy activities.

Concepts covered in UFLI:

Phonemic awareness

Systematic phonics instruction

High-frequency word recognition

Decoding and encoding words

Oral reading fluency

Achieve Paradise Campus – ISME (Innovative Solutions in Multi-Sensory Education) ISME uses a multi-sensory approach to teach reading by engaging visual, auditory, and kinesthetic-tactile pathways to enhance learning and retention.

Concepts covered in ISME:

Multi-sensory phonics

Letter-sound correspondence

Vocabulary building

Comprehension strategies

Fluency and expression

Our Foundations of Literacy programs provide students with a well-rounded, research-based foundation in reading, giving them the confidence and skills needed for future learning.

PERSONALIZED LEARNING PLANS (PLPs)

In order to ensure that every student is benefiting from the pedagogical practices and social-emotional supports at Achieve, Achieve will create a Personalized Learning Plan for each student. The PLP process serves as a type of “student study team” for each student, tracking student strengths and areas for growth, supports or additional challenges needed, academic and wellness data, and trimester goals and objectives. PLPs are developed with parents/guardians, students, and teachers before the school year begins and then are reviewed and revised after each trimester. Every student has a personal trimester goal based on academic and wellness assessment data.

Personalized supports and interventions are documented and tracked in the PLP. Likewise, Additional opportunities for advancement or challenges are also tracked. The PLP is revised as necessary to meet the student’s needs and current levels of performance. Teachers,

parents/guardians, and students will meet on a more frequent basis if needed. Students' PLPs follow them through the grade levels, building on goals and successes and tracking data and progress through the years.

By working closely with each student and family to develop an appropriate PLP, Achieve will respond to the needs of every individual student, including those who are achieving above or below expected levels.

Achieve Charter School Staff views parents/guardians as the primary educators and asks for your assistance and input in your child's PLP. Parents/guardians are encouraged to take the initiative to keep themselves informed of their children's progress and work in partnership with their children's teacher(s) at all times during the school year. If an issue or concern arises mid-trimester or semester, parents/guardians should request extra parent/teacher conferences to adjust their child's PLP. Please see the Middle School Handbook for Middle School PLP details.

CHARACTER EDUCATION

Achieve Charter School participates in the Virtues Project Program. Each week, the student body will focus on a different virtue. The weekly virtue will be discussed daily at morning assembly and practiced in classrooms and on the playground. Every Friday, one student from each class will be recognized for displaying the weekly virtue at school.

MORNING ASSEMBLY

Each morning when school begins, the students and staff meet as a school community with the Principal for morning assembly. This daily event is extremely important to establishing a positive culture at Achieve Charter School. The Principal welcomes the school community, students salute the flag, the virtue of the week is discussed, and announcements about school events are given. Students are reminded about expectations and recognized for accomplishments. Please make sure your child is on time to participate in this significant daily school event, as it sets the tone for a successful academic and social experience for your child. Students will be marked tardy if not present at the start of the assembly.

LIBRARY PROGRAM

Students are permitted to borrow books from the library once a week for a two (2) week period. Writing in library books is not permitted. Lost, damaged, or overdue books are the responsibility of the borrower, and a fine will be charged for lost or damaged books. Reference materials are for the use of the students while they are in the library and may not be checked out.

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.

REPORT CARDS AND PROGRESS REPORTS

Report cards and progress reports shall provide parents/guardians with tangible evidence of students' growth and development. Achieve Charter School uses California State Standards-based report cards. Numbers representing proficiency levels will be given for each subject area and individual standards for math and language arts in grades Kindergarten - 3rd grade each trimester. Proficiency levels for Kindergarten- 3rd grade are as follows:

- 5 - Advanced (mastering above grade-level material)
- 4 - Proficient (subject mastery)
- 3 - Basic (developing proficiency)
- 2 - Below grade level
- 1 - Far below grade level

Proficiency levels for 4th-8th grade are as follows:

- A- 90-100%
- B- 80-89%
- C- 70-79%
- D- 60-69%
- F- 0-59%

Each student in grades TK-3 will receive three report cards, and students in grades 4th - 8th will receive two progress reports and one report card. These will be given out two weeks after the trimester or semester ends at your child's PLP conference. Your child's report card may be held in the office if your child has overdue library books or outstanding account balances.

SCHOOL DISCIPLINE

POSITIVE REINFORCEMENT/ DISCIPLINE POLICY

Achieve Charter Schools' Positive Reinforcement/ Discipline policy is based on behavioral science and principles of PBIS (Positive Behavioral Interventions and Supports).

Rules of Behavior

1. Be safe
2. Be Respectful
3. Be Responsible

POSITIVE REWARDS FOR EXPECTED BEHAVIOR

Achieve Charter School Staff emphasizes and rewards expected choices. During the school year there are awards and rewards for students displaying expected behavior. Students can earn an "Achieve It," ACMS bucks, and other positive rewards for exhibiting virtuous behavior and following the school rules. "Students of the Week" will be recognized each Friday at the morning assembly for displaying the virtue of the week. Students will also be recognized through encouragement, verbal acknowledgment, incentives, or special privileges.

SHOULD A CHILD CHOOSE TO BREAK A RULE

Consequence Level will be determined by the severity of the action.

Level 1: Verbal Warning

Level 2: Removal from the situation for an age-appropriate time.

Level 3: Students and/or staff will message home to inform of the situation or incident.

Consequences will be decided on an individual basis by the adult in charge.

Level 4: As a result of severe disruption, students will be sent to the Principal, and the parent/guardian will be notified. Consequences will be decided on an individual basis by the Principal. Severe disruptions include but are not limited to fighting, crude or offensive language, leaving school grounds without permission, vandalizing property, sexual harassment, and possession of drugs, alcohol, tobacco, knives, and firearms. Such consequences include but are not limited to Parent conferences, school service, in-school suspension, at-home suspension, loss of special privileges, filing of police report if warranted, and/or possible expulsion.

UNIFORM AND DRESS CODE

UNIFORM POLICY

Achieve Charter School policy requires all students to wear uniforms. Achieve Charter School is committed to creating a culture of academic rigor. A uniform dress code encourages this atmosphere. Implementing this policy will reduce distractions and disruptions caused by clothing, make economic disparities between students less obvious, minimize the use of clothing to signal gang affiliation and other risks to student safety, promote student achievement, and create an orderly learning environment.

Because Achieve Charter School is a school of choice, there will be no exemptions for students. Achieve Charter School offers uniform scholarships and has a uniform closet to support families who may need assistance in meeting uniform requirements. Students who do not dress in appropriate uniform attire will be sent to the office to call home. Parents will need to bring the appropriate uniform before the student is allowed to return to class. If the student does not have the appropriate uniform, one will be furnished from the uniform closet.

SCHOOL UNIFORM

SCHOOL UNIFORM - CHICO

Achieve's uniform is a logoed T-shirt available for purchase online: diamondsandsilk.net. TK-5 T-shirts are navy blue, and middle school T-shirts are grey and burgundy. School sweatshirts are also available for purchase online.

Students may wear any bottom pieces that follow the general school dress code.

SCHOOL UNIFORM - PARADISE

Achieve's uniform is a logoed T-shirt available for purchase online:

www.thistleandstitch.com/collections/achieve-charter-school. TK-5 T-shirts are white, navy blue, and light blue, and middle school T-shirts are grey, black, and burgundy. School sweatshirts are also available for purchase online.

Students may wear any bottom pieces that are denim, navy blue, or khaki.

No pajamas shall be worn as bottoms. Sweatshirts, sweaters, socks, tights, and shoes do not have to be uniform color.

During PE, students may wear (1) an Achieve shirt and (2) bottoms and shoes that do not restrict their ability to participate in physical activities. Shoes must have closed toes and fit securely for safety during PE. Optional ACMS PE shirts are available to order online: <https://diamondsandsilk.net>.

FREE DRESS DAYS

Every Friday, the students will be allowed to wear free dress. The dress code applies to free dress as well as uniform days. Students may also earn special free dress passes throughout the school year.

STUDENT DRESS CODE FOR UNIFORMS AND FREE DRESS DAYS

- Students TK-5 must wear closed-toe and closed-heel shoes.
- Students TK-5 are not to bring or wear make-up.
- Make-up worn by 6-8th graders should not be distracting.
- Clothing may not be obscene, vulgar, or likely to have a disruptive effect on the educational process.
- Gang-related clothing is considered to be hazardous to the health and safety of the school environment and shall be prohibited at all times.
- Attire that condones, advertises, or encourages gang activity, violence, or the use of drugs, tobacco, or alcohol is not allowed.
- Tube tops and midriff-baring tops are not allowed.
- All clothing must cover all parts of the student's buttocks, genitals, and nipples.
- All undergarments must be completely covered.

WILDCAT WEDNESDAYS

Each Wednesday, students may wear an Achieve spirit shirt. Wildcat Wednesday shirts are available to order online: <https://diamondsandsilk.net>. Students may also wear other special Achieve event T-shirts on Wednesdays (sports jerseys, musical or play T-shirts, etc.).

LOST AND FOUND

Parents can help us return missing items by:

1. Marking articles of clothing clearly with the child's name and grade.
2. Labeling names and grades on lunch boxes.
3. Writing names and grades daily on lunch bags.

The school is not responsible for lost items, nor can it be held responsible for personal belongings. Items that are not labeled will be stored for a period of time and then donated to the uniform closet or to a thrift store.

ELECTRONIC DEVICES AND INTERNET USE

REGULATIONS FOR CELL PHONES ON SCHOOL CAMPUS

If cell phones are brought to school, they are to remain in the student's backpack until the end of the school day.

Students shall not be prohibited from using or possessing a cell phone on campus while attending school-sponsored activities or under the supervision or control of school employees under any of the following circumstances:

- In the case of an emergency or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to the student to possess or use the cell phone, subject to any reasonable limitation they may impose.
- When a licensed physician and surgeon determines that the possession or use of a cell phone is necessary for the health or well-being of the student.
- When the possession or use of a cell phone is required in a student's individualized education program.

If a student has a phone out during the school day, the teacher will ask the student to place their phone in a basket, and it will be returned at the end of the school day. If the student refuses, the Principal will be notified, the phone will be taken to the office. The student's guardian must pick the phone up from the office.

RULES FOR STUDENT INTERNET USE

- Students are responsible for good behavior on school computer networks just as they are in the classroom and on the school grounds.
- The network is provided to conduct research and access academic resources such as curriculum sites. All internet use will be under the direction of the teacher. Access is restricted to teacher directed assignments. NO STUDENT MAY USE THE INTERNET in any other capacity.
- Parent permission is required.
- Achieve uses GoGuardian to filter inappropriate web content and also track inappropriate student internet use.
- Network administrators retain the right to review files and communications to maintain system integrity and ensure that users are using the system responsibly.
- Users should not expect that files stored on the school server will remain private.
- Outside school use of the Internet is a family responsibility.

- NO disks and/or CDs of any kind may be brought to school and installed on the school's controlled network. Our goal is to maintain a sterile environment.
- The following are NOT permitted: (This list shall not be considered exhaustive)
 - Violating copyright laws.
 - Using another person's password.
 - Trespassing in another person's folder, work, or files.
 - Damaging computers, computer systems, or the school network. (Parents will be charged for repairs).
 - Wasting time or limited resources.
 - Sending or displaying offensive messages, pictures, or obscene language.
 - Using the network for any non-academic or personal purposes. Violations will result in loss of access or any other disciplinary or legal action as needed.

GOOGLE APPLICATIONS FOR EDUCATION

Achieve Charter School utilizes Google Apps for Education for students in TK through 8th grades. Google offers a free (and ad-free) set of customizable tools that enable teachers and students to work together and learn more effectively. The account established at Achieve Charter School is a service provided by Google that allows users to communicate and collaborate effectively in a digital educational environment. Students use Google Apps for educational purposes only. The Google Apps account assigned to your child will be created and administered by Achieve Charter School personnel. No student personal information will be collected by Google or the School in creating these accounts. As per Achieve Charter School Student Internet Use Policy (included in student registration packets/Aeries Parent Data Confirmation Changing), all activities requiring Internet access will be supervised by the teacher. According to the Internet Use Policy, teacher supervision, school filters, and spot checking student accounts will be used to ensure students' use of digital tools adhere to school policy.

Achieve Charter School will provide students a Google Apps for Education account with a username and password. This account will be available to students at school and at home and is compatible with Macintosh and Windows based computers. The purpose of using Google Application for Education tools is to help students keep organized, prevent lost homework, and allow students to work individually or collaboratively on school assignments. When using Google Apps for Education, students work in a safe environment, as others outside the school account cannot participate in the assignment.

Achieve Charter School has a registered Google Apps domain. Students will be assigned a school email username and password. In 4th -8th grade, this will serve as both the student's Google Apps for Education account username and password and the student's school-based email account. E-mail capabilities will only be turned on for 4th -8th graders. These students will be able to email and receive emails from other users within the school domain only. Students can collaborate on assignments and projects using Google Apps by adding others within the school user domain as a "shared collaborator." Students cannot collaborate with or communicate with users outside the school domain.

4th -8th grade students' emails will be monitored when using Google Apps at school. Achieve Charter School will keep all usernames and passwords secure. Parents/guardians may request their students' password. The administrator of the domain can turn off a student's services based on the items stated in this Acceptable Use Policy and the Achieve Charter School Student Internet Use Policy. This Acceptable Use Policy extends to all students for the duration of their enrollment at Achieve Charter School. This policy must be read and signed before students will be given a school hosted Google Apps account.

GOOGLE APPS ACCEPTABLE USE POLICY

- Achieve Charter School utilizes Google Apps for Education for students in K through 8th grades. Google offers a free (and ad-free) set of customizable tools that enable teachers and students to work together and learn more effectively. The account established at Achieve Charter School is a service provided by Google that allows users to communicate and collaborate effectively in a digital educational environment. Students use Google Apps for educational purposes only. The Google Apps account assigned to your child will be created and administered by Achieve.
- Charter School personnel. No student personal information will be collected by Google or the School in creating these accounts. As per Achieve Charter School Student Internet Use Policy (included in student registration packets/Aeries Parent Data Confirmation Changing), all activities requiring Internet access will be supervised by the teacher. According to the Internet Use Policy, teacher supervision, school filters, and spot checking student accounts will be used to ensure students' use of digital tools adhere to school policy.
- Achieve Charter School will provide students a Google Apps for Education account with a username and password. This account will be available to students at school and at home and is compatible with Macintosh and Windows based computers. The purpose of using Google Application for Education tools is to help students keep organized, prevent lost homework, and allow students to work individually or collaboratively on school assignments. When using Google Apps for Education, students work in a safe environment, as others outside the school account cannot participate in the assignment.
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- 4th -8th grade students' emails will be monitored when using Google Apps at school. Achieve Charter School will keep all usernames and passwords secure. Parents/guardians may request their students' password. The administrator of the domain can turn off a

student's services based on the items stated in this Acceptable Use Policy and the Achieve Charter School Student Internet Use Policy. This Acceptable Use Policy extends to all students for the duration of their enrollment at Achieve Charter School. This policy must be read and signed before students will be given a school hosted Google Apps account.

APPENDIX

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
kbaber@achievecharter.org

PROFESSIONAL BOUNDARIES: ADULT/STUDENT INTERACTION POLICY

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.

This 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. (See Examples section below.)

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One

viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of providing the examples of acceptable and unacceptable behaviors listed below is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff members must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;

2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Staff Use of Electronic Media to Communicate with Students

Any participation by any ACS employee with students, including through the use of electronic media or technology, should always be limited to school business. Participation by ACS employees with students in social media such as Facebook, Instagram, Twitter, etc., or other similar means, is highly discouraged, and can lead to violations of this policy. Specifically, ACS employees are highly discouraged from inviting students to join social networks and insofar as such behavior occurs, employees will be responsible for any exposure/access by students to inappropriate or unprofessional content, including words or pictures.

Examples of Unacceptable Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) Being alone in a room with a student at school with the door closed.
- (l) Allowing students in your home for school related activities without administrative approval.
- (m) Giving students a ride to/from school or school activities without parent permission.

Examples of Cautionary Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.

(c) Sending emails, text messages or letters to students if the content is not about school activities.

Examples of Acceptable and Recommended Behaviors

- (a) Getting school and parental written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing your Superintendent about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

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:

- 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;
 - 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;
 - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - 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:
- 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;
 - 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;
 - 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

- 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
ctaylor@achievethecharter.org

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.

Notice

The School shall list the homeless liaison(s) and contact information for those liaison(s) on its website. The contact information for any employees or persons under contract whose duties include assisting the liaison in completing the liaison's duties shall also be listed.

EDUCATIONAL RECORDS AND STUDENT INFORMATION

I. Definitions

A. Education Record

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

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

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

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records maintained by a law enforcement unit of the School that were created by that law enforcement unit for the purpose of law enforcement;
3. Records relating to a School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
4. Records on a student who is 18 years of age or older, or is

attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the School;

5. Records that only contain information about an individual after he or she is no longer a student at the School.
6. Grades on peer-graded papers before they are collected and recorded by a teacher.

B. Directory Information

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

C. Parent

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

D. Eligible Student

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

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**

LOCAL SCHOOL WELLNESS POLICY

BOARD 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.

Family Educational Rights and Privacy Act

Please access this link:

[FERPA Information](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?src=rn) (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?src=rn)

The Family Educational Rights and Privacy Act (FERPA) is a federal privacy law that gives parents certain protections with regard to their children's education records such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. As a parent, you have the right to review your child's education records and to request changes under limited circumstances. To protect your child's privacy, the law generally requires schools to ask for written consent before disclosing your child's personally identifiable information to individuals other than you.

47073-79078. Establishes the right of parents to have access to and privacy of information about their children--information which has been entrusted to school officials. The point made by the legislation is that school officials must keep pupil information for parents and not from them. It is important to protect the rights of the individual and to reemphasize the concept of free flow of information between parents, pupils, and school. Appropriate employees of Achieve Charter School are urged to proceed in a positive manner, to use good judgment and to follow the advice of legal counsel when in doubt.

1. School administrators should interpret "parents" to mean those who have custody of the pupil, guardians, or the pupils themselves if they are 18 years of age or older.
2. "Pupil information" should include all official written records which pertain to the pupil.
3. The Superintendent/ Principal is identified as the local school official responsible for all official written records of pupils at a school.
4. Only the designated school official shall make the records available upon the request of the persons who have the right to access. They shall do so within 45 days.
5. School officials shall assist those who have the right of access and who are requesting to review pupil records by interpreting pupil information contained in the official written record.
6. School administrators shall, at their discretion, provide copies for a nominal fee of the official written records to those who have the right of access. The nominal fee shall be \$0.10 per page (one side only).
7. Parents or guardians may include a written statement or response concerning disciplinary action to be placed in the pupil's written record.
8. Cumulative folders are released from the Achieve Charter School office to any school district, when parents' signed approval is received, but all other public agencies and/or private individuals must obtain approval through the Superintendent/Principal.

SUICIDE PREVENTION POLICY 20A

Protecting the health and well-being of all students is of utmost importance to Achieve Charter School. The school Board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes for middle school students. Developmentally-appropriate education for Kindergarten - 5th grade students will be

integrated throughout the curriculum, to include using coping skills, using support systems, and seeking help for themselves and friends.

2. The school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.

3. When a student is identified as being at risk, they will be assessed by a mental health professional who will work with the student and help connect them to appropriate local resources.

4. Students will have access to national resources which they can contact for additional support, such as:

- 988 Suicide and Crisis Hotline
Call or text 988,
988lifeline.org

- The Trevor Lifeline
1.866.488.7386
Text 'START' to 678-678
thetrevorproject.org

5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

7. For a more detailed review of policy changes, please see the district's full suicide prevention policy.

SUICIDE PREVENTION POLICY 20B

Model Youth Suicide Prevention Policy for Local Educational Agencies that Serve Kindergarten through Twelfth Grade Students

Background

Youth suicides have been on the rise across the nation. The Centers for Disease Control and Prevention (CDC) indicates that suicide rates have increased 33 percent between 1999 and 2019, with a slight decline in 2019, across the nation. CDC's 2019 Web-based Injury Statistics Query and Reporting System's (WISQARS') Leading Causes of Death Report indicates suicide is the second leading cause of death for youth ages ten through twenty-four. The agency documented a

57 percent increase in suicides among this age group between 2007 and 2018. For every youth who dies by suicide, an estimated 100–200 youth make suicide attempts. CDC data also indicates a 57 percent increase in adolescents seeking care for a mental health crisis in California from 2012 to 2018. For more information, please visit the CDC website at <https://www.cdc.gov/> and the WISQARS web page at <https://www.cdc.gov/injury/wisqars/>.

At the national level, research indicates that one in five students is suffering from a mental health need (CDC 2018). Approximately 2–3 percent of students make a serious suicide attempt annually; in a school of 2,000, this means approximately 40–60 students (CDC 2019). Additionally, anxiety disorders are among the most common mental health challenges our youth face (Child Mind Institute 2018).

While California has historically had lower suicide rates compared to the national levels, we have seen an increase in suicides and suicidal ideation among children and youth in our state. In California, the suicide rate has doubled among young people ages ten to fourteen in the last two decades. The most recent data provided by the California Department of Public Health (CDPH) reveals that 28 students in this age group took their lives in 2016. CDPH also reported 159 suicide deaths among youth ages zero through eighteen in that same year, and in 2017 that number increased to 175. See the CDPH website at <https://www.cdph.ca.gov/>.

The need for mental health services and supports for children and youth in California is dire. According to the 2017 California Youth Risk Behavior Survey (YRBS), which is administered to ninth to twelfth grade students in traditional, public high schools, 32.1 percent of ninth through twelfth graders in the state felt sad or hopeless almost every day for two or more consecutive weeks. In 2019, that number grew to 45.3 percent—a marked 13.2 percent increase. See the YRBS web page at <https://www.cdc.gov/healthyouth/data/yrbs/index.htm>.

The number of ninth through twelfth graders that seriously considered attempting suicide during the 12 months before the survey grew from 17 percent in 2017 to 26.6 percent in 2019. This is a significant increase of 9.6 percent.

In 2019, 23.7 percent of ninth through twelfth graders planned how they would attempt suicide, during the 12 months prior to the survey, compared to 14.1 percent in 2017.

The percentage of ninth through twelfth graders in 2019, who actually attempted suicide during the 12 months prior to the survey, decreased slightly from 9.4 percent in 2017 to 9.2 percent in 2019. The percentage of suicide attempts that resulted in treatment by a doctor or nurse, during the 12 months before the survey, increased slightly from 3.1 percent in 2017 to 3.7 percent in 2019.

The COVID 19 pandemic has exacerbated long existing disparities in our health and education systems. As a result, already oppressed communities have endured disproportionate impacts throughout the pandemic causing unthinkable suffering and unprecedented stress for children and their families. Pandemic related stress combined with our nation's reckoning with racial injustice has magnified mental health issues and has contributed to increased suicidal ideation, attempts, and deaths. The number of child and youth emergency room (ER) visits and hospitalizations attributed to suicide attempts has increased significantly, particularly among girls. Recent CDC

data showed a 31 percent increase in ER admissions for suicide attempts in youth ages twelve through seventeen (51 percent increase for girls) in spring 2021 compared to pre-pandemic admission rates.

The disproportionate suffering caused by the pandemic has highlighted the urgency to change the way we address mental health and well-being in our school communities. Educational leaders recognize that a child’s trauma exposure interferes with their academic and social functioning. Increased public awareness and the understanding of how well-being is central to functioning has led California to move expeditiously and in the right direction to address this growing issue.

The change created by the pandemic requires school staff to consider best practices in reaching and connecting with and assessing students for risk of suicide during distance learning. Conducting virtual suicide risk assessments is a practice school-based mental health professionals must be ready to assume. Distance learning is also practice that can be adopted if local educational agencies (LEAs) experience man-made or natural disasters that cause schools to temporarily close.

In recent years, state leaders have passed legislation to help address and curtail the increasing rates of suicide ideation and behaviors. California *Education Code (EC)* Section 215, added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) and AB 1767 (Chapter 694, Statutes of 2019) mandates the governing board of an LEA to adopt a policy on pupil suicide prevention. **Although private schools are not legally required to adhere to AB 2246, they may want to consult with their legal staff about the advisability of adopting such a policy.** For more information regarding *EC* Section 215, please visit https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=1.&chapter=2.&article=2.5.

EC Section 215 also mandates schools who issue identification cards to students in grades seven to twelve to print, on either side of the student identification cards, the telephone number for the National Suicide Prevention Lifeline, 1-800-273-8255, the Crisis Text Line, which can be accessed by texting HOME to 741741, and a local suicide prevention hotline telephone number. You can access the National Suicide Prevention Lifeline website at <https://988lifeline.org/>, and the Crisis Text Line website at <https://www.crisistextline.org/>. The California Department of Education (CDE) encourages LEAs to also include the TeenLine (text “TEEN” to 839863) since it is a service for students staffed by teens who have extensive training and supervision in this topic. You can visit the CDE website at <https://www.cde.ca.gov/>, and the TeenLine website at <https://www.teenline.org/>.

When listing these resources on student identification cards, the CDE encourages LEAs to include language to provide context. For example: *“If you or someone you know is struggling emotionally or having trouble coping, there is help. Students in distress or those who just want to talk about their problems, can call the National Suicide Prevention Lifeline at 1-800-273-8255 (en Español 1-888-628-9454) or text “home” to 741741 for free, confidential support.”* Providing context helps students understand the resources.

EC Section 215 indicates the policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention

experts and shall, at a minimum, address procedures relating to prevention, intervention, and postvention.

The adopted policy shall also specifically address the needs of high-risk groups, including but not limited to: youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, and queer or questioning (LGBTQ) youth. The policy shall also include training for teachers on suicide awareness and prevention and shall ensure school employees act within the authorization and scope of their credential or license. The training should not be interpreted to mean it is authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

Training materials approved by the LEA shall include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services. The materials for training may also include programs that can be completed through self-review of suitable suicide prevention materials.

The LEA's governing board shall review its suicide prevention policy and, if necessary, update it, at a minimum every fifth year.

Recognizing that suicide is a growing, yet preventable, public health crisis, several county and city governments have adopted suicide prevention policies. The CDE encourages LEAs to collaborate with city and/or county governments to align their policies. The CDE also encourages each LEA to work closely with their county behavioral health department to identify and access local resources and post them in a highly visible location on their website.

EC Section 215 requires the CDE to develop and maintain a model policy to help LEAs in developing theirs. The CDE has developed the following Model Youth Suicide Prevention Policy in accordance with this law. The model policy is not intended to be prescriptive, but rather serve as a guide and includes best and promising practices in suicide prevention.

The model policy also includes resources from which LEAs can select to best meet their needs. These resources are not required to be used by the LEAs but rather are to be used voluntarily.

The CDE's Statewide Suicide Postvention Response Team (SSPRT) was convened to support districts in navigating the journey after a youth or staff suicide. The primary goal of the SSPRT is to offer support and guide a district affected by a suicide through this difficult and confusing period. The SSPRT will serve as a support with whom districts can discuss the postvention process. The team will help affected LEAs receive accurate and timely information, resources to fill in identified gaps; assistance with messaging to staff, parents, students, and the media; and help them find ways to support staff, parents, families, and students. Our mission is to help LEAs build their capacity and connect them to their local resources, connect them to their COE, county behavioral health department, and community mental health and suicide prevention/postvention resources. For more information, see the CDE's Youth Suicide Prevention web page at <https://www.cde.ca.gov/ls/mh/suicideprevres.asp>.

Model Youth Suicide Prevention Policy

The Governing Board of Achieve Charter School recognizes that suicide is a leading cause of death among youth and that an even greater amount of California's high school students report having considered and attempted suicide. During 2019, 15 percent of California seventh graders and 16 percent of ninth and eleventh graders reported they seriously considered attempting suicide. (California Healthy Kids Survey 2019). The Governing Board is encouraged to review California School Climate, Health, and Learning Surveys (CalSCHLS) data specific to their students. See the CalSCHLS website at <https://calschls.org/>.

Suicide prevention requires vigilant attention from school communities (all school staff, students, parents) and public members. As a result, school communities have an ethical and legal responsibility to provide appropriate and timely response to suicidal ideation, attempts, and deaths. School leaders and staff must ensure their campuses are safe and nurturing environments that mitigate suicidal ideation and behaviors in students and staff and that appropriate procedures, protocols, and supports are well promulgated and easily accessible to all.

Recognizing that it is the responsibility of the LEA and schools to protect the health, safety, and welfare of its students and staff, this policy aims to safeguard against suicide attempts, deaths, and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicidal behavior, attempts, and loss. It is a known fact that emotional wellness is central to all functioning, therefore, it is recommended this policy be paired with other policies that support the emotional and behavioral well-being of students and staff.

This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that positive and nurturing school climates coupled with suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those who may be suicidal, and help decrease such behaviors. Empirical evidence refutes a common misconception that talking about suicide can increase risk or "place the idea in someone's mind." Therefore, it is critical to address all behaviors directly and in a timely manner. Of significant importance is the education of students to recognize their own mental health, equip them with information and knowledge to solicit help, and learn to recognize symptoms within themselves and their peers.

Understanding the impact school climate has on suicidality is critically important as positive school climates have been linked to lower levels of violence, bullying victimization, and greater perceived safety. School climate is of particular importance since it affects the risk of suicidality among youth. Existing studies reveal adolescents who report perceptions of a more positive school climate are less likely to report suicidality (Cornell & Huang, 2016; La Salle et al., 2017; Marraccini & Brier, 2017). This is most likely due to positive peer and teacher relationships that are promoted in schools with positive school climates along with high levels of safety and social support. Achieve Charter School leaders underscore the importance of all staff and students working together to create safe, respectful, nurturing, and welcoming campuses in which students feel comfortable seeking help for themselves or their peers. Leaders provide opportunities for continuous improvement and monitoring of school climate.

In an attempt to reduce suicidal behavior and its impact on students and families, the Achieve Charter School has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies include professional development for all school personnel (certificated and classified) in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool), and other individuals in regular contact with students. Recognizing that early prevention and intervention can drastically reduce the risk of suicide, Achieve Charter School has developed and implemented preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

Achieve Charter School consults school-employed professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, first responders, and community organizations in planning, implementing, evaluating, and updating the charter school's strategies for suicide prevention and intervention. Achieve Charter School also regularly convenes these stakeholders to review the policy, at a minimum every five years, and update as necessary as required by *EC* Section 215.

Districts are encouraged to work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. Many cities and counties have adopted or are in the process of adopting city or countywide suicide prevention strategic plans. It is recommended LEAs collaborate with their local governments to ensure the local suicide prevention plans and district suicide prevention policies align and include similar research and resources. The California Alliance for Children and Family Services has developed an interactive Behavioral Health Resource Map which is intended to be a tool for providers, policy makers, education partners, youth, families, and others who are looking for services in their community. Each of the interactive "pins" on the map contains additional information about that organization including location, types of services offered, contact information, and budget. To see the map, please visit <https://www.catalyst-center.org/resources>.

Achieve Charter School Community Partners

Butte County Office of Education, Butte County Behavioral Health, Youth 4 Change, Dr. Shelley Hart, psychologist.

Achieve Charter School Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Achieve Charter School created an in-house suicide prevention crisis team consisting of administrators, mental health professionals, relevant staff, parents, and middle school students. Achieve Charter School has identified one staff member to serve as the liaison to the school's suicide prevention crisis team. Additionally, each school site may identify one or two students to represent the student voice on this team.

The functions of this crisis team are to review mental health related school policies and procedures; provide annual updates on data and trends; review and revise school prevention policies; review and select general and specialized mental health and suicide prevention training; review and oversee staff, parent/guardian, and student trainings; ensuring the suicide prevention policy, protocols, and resources are posted on Achieve Charter School website; and general compliance with *EC* Section 215.

This crisis team also collaborates with community mental health organizations, identifies resources and agencies that provide evidence-based or evidence-informed treatment, helps inform and build skills among law enforcement and other relevant partners, and collaborates to build community response.

Additional information and guidance developed by the National Association of School Psychologists can be found on the Preventing Suicide: Guidelines for Administrators and Crisis Teams web page at <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/preventing-youth-suicide/preventing-suicide-guidelines-for-administrators-and-crisis-teams>.

Achieve Charter School Suicide Prevention Team

Casey Taylor, Superintendent; Steve Wright, Principal; Erika Etchison, Principal; Dr. Shelley Hart, psychologist; Tina Smith, crisis counselor/psychologist; Mary Tickle, psychologist; Mikayla Billson, psychologist; Megan Latta, parent; Veronica Salinas, parent

Employee Qualifications and Scope of Services

Achieve Charter School has ensured school employees adhere to *EC* Section 215 which mandates school employees and their partners to act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess to identify suicide risk, and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

Prevention

Messaging about Suicide Prevention

The manner in which we develop messages about suicide and suicide prevention can impact thoughts and behaviors related to suicide. Research has shown that talking about suicide prevention does not increase risk of suicide as long as those messages are aligned with the National Action Alliance for Suicide Prevention's Framework for Successful Messaging for suicide prevention. The National Action Alliance for Suicide Prevention's Framework for Successful Messaging website can be seen here: <https://suicidepreventionmessaging.org/>. In fact, positive messages about suicide prevention may have protective effects such as increased help-seeking. However, unsafe messages on the topic of suicide may influence a vulnerable

person towards suicidal behavior such as those that oversimplify the causes of suicide or attribute suicide to identification with a population or group.

Therefore, it is vital that all messaging about suicide prevention be aligned with the *Skills Building: Messaging for Suicide Prevention* as designated by subject matter experts in the suicide prevention field. The Skills Building: Messaging for Suicide Prevention web page can be seen here:

<https://emmresourcecenter.org/resources/skills-building-messaging-suicide-prevention>.

The Governing Board of Achieve Charter School, along with its partners, have thoroughly and regularly reviewed all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.

This policy and all related communication, documents, materials, etc. include clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
<p>“Died by suicide”</p> <p>or</p> <p>“Took their own life”</p>	<p>“Committed suicide”</p> <p>Note: Use of the word “commit” can imply crime/sin</p>
<p>“Attempted suicide”</p>	<p>“Successful” or “unsuccessful”</p> <p>Note: There is no success, or lack of success, when dealing with suicide</p>

Examples of people-first language, include:

- People with (...mental illness, personality disorder, depression, etc.)
- Person who has died by suicide
- Person thinking about suicide
- People who have experienced a suicide attempt

Tips for Safe and Effective Messaging on Suicide Prevention:

- Always provide suicide prevention resources in parent/student handbooks, on the websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff. The following are suggested resources to include:
 - National Suicide Prevention Lifeline: 988
 - Crisis Text Line: Text “help” to 741-741

- Teen Line: Text “TEEN” to 839863
- Trevor Project 1-866-488-7386 or text “START” to 678678
- Trans Lifeline 1-877-565-8860

Additional crisis line numbers can be found on the CDE’s Help for Students in Crisis web page at: <https://www.cde.ca.gov/ls/mh/studentcrisishelp.asp>.

- Include information on warning signs as well as risk and protective factors.
- Avoid discussing details about methods of suicide.
- Explain complexity of suicide and avoid oversimplifying (i.e., identifying singular cause of suicide).
- Focus on prevention and protective factors.
- Avoid sensational language (e.g., using terms as epidemic, skyrocketing, etc.) and graphic images.

Suicide Awareness and Prevention Training for School Staff

Achieve Charter School, along with its partners, have carefully reviewed available staff trainings to ensure the selected curriculum is evidence-based, evidence-informed, and aligned with best practices in suicide prevention.

EC Section 215 mandates LEAs to provide training for staff. Achieve Charter School has provided professional development for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, classified and certificated, and expanded learning [afterschool] staff).

While all school staff and adults on campus should learn how or improve their ability to support youth experiencing mental health issues, it is strongly recommended for LEAs to begin with general mental health trainings before moving on to trainings that focus on suicide, especially for youth.

Efforts shall be made to align staff trainings with county (if applicable) and/or the Striving for Zero: California's Strategic Plan for Suicide Prevention 2020–25.

10. At least annually, all staff receive training on mental health awareness and suicide prevention that includes risk and protective factors, warning signs of suicide, intervention, referral processes, and postvention. The program(s) or training(s) selected is left at the discretion of Achieve Charter School.
11. All suicide prevention trainings are to be offered under the direction of school-employed student mental health professionals (e.g., school counselors, psychologists, social workers, nurses, etc.), who have received advanced training specific in suicide prevention. Achieve Charter School has collaborated with Butte County Behavioral

Health to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.

12. Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.
13. At a minimum, all staff participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment prior to working with youth.
14. Achieve Charter School has ensured training is available for new hires during the school year.
15. Previously employed staff members attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:
 - a. How to identify youth who may be at risk for suicide including suicide warning signs, risk, and protective factors.

It is important to recognize that even if a staff member has been through mental health and suicide prevention training, they may not be, for a myriad of reasons, available to support a youth who may be struggling emotionally. In this case, they shall connect the student with another staff member in a “warm hand off.” A warm handoff is a transfer of care between two members of a team, where the handoff occurs immediately and in front of the student or family. Students should not be left to connect with another staff member on their own but rather should be accompanied to meet the staff to whom they are being transferred.

- Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicide thoughts.
 - Achieve Charter School-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize the student should be under constant supervision and immediately referred for a suicide risk assessment.
 - Achieve Charter School-approved procedures identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
16. In addition to the core components of suicide prevention, ongoing annual professional development for all staff should include the following:

- a. The impact of traumatic stress on emotional and mental health with an emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
 - b. Common misconceptions about suicide.
 - c. School and community mental health and suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. Ways to identify youth who may be at risk for suicide including suicide warning signs, risk, and protective factors.
 - f. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicide thoughts and warm handoffs.
 - g. Achieve Charter School-approved procedures for responding to suicide risk (including MTSS and referrals). Such procedures will emphasize that the student should be constantly supervised and immediately referred for a suicide risk assessment.
 - h. Achieve Charter School-approved procedures identifying the role educators play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
17. The professional development includes additional information regarding groups of students who may be at elevated risk for suicide or groups disproportionately affected by suicide thoughts and behaviors. These groups include, but are not limited to, the following:
- a. Youth impacted by suicide and youth with a history of suicidal thoughts or behavior.
 - b. Youth with disabilities, mental illness, or substance use disorders.
 - c. Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - d. Youth identifying as LGBTQ.

Achieve Charter School utilizes student wellness surveys through Kelvin Education and WeTip and information from Go Guardian

LEAs are encouraged to use the CalSCHLS, YRBS, or other survey (e.g., Project CoVitality) data to determine the prevalence of suicidal ideation and behaviors, including patterns or trends, among all students, particularly among identified high-risk populations at their schools and district. For a curated list of staff trainings, please visit Mental Health and Suicide Prevention Trainings/Programs for School Communities. See the CalSCHLS website at <https://calschls.org/>.

the YRBS web page at <https://www.cdc.gov/healthyouth/data/yrbs/index.htm>, and the University of Santa Barbara's Project CoVitality web page at <https://www.covitalityucsb.info/>

Specialized Professional Development for Achieve Charter School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Achieve Charter School. Training for staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted Achieve Charter School-based mental health staff includes the following components:

18. Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Achieve Charter School-approved tool such as the Columbia—Suicide Severity Rating Scale (C-SSRS) (can be accessed here: <https://cssrs.columbia.edu/the-columbia-scale-c-ssrs/cssrs-for-communities-and-healthcare/#filter=.healthcare.english>); Patient Health Questionnaire 9 (PHQ-9) Depression Scale (can be accessed here: <https://www.phqscreeners.com/select-screener>); BSS Beck Scale for Suicide Ideation (can be accessed here: <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Personality-%26-Biopsychosocial/Beck-Scale-for-Suicide-Ideation/p/100000157.html>); National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit (can be accessed here: <https://www.nimh.nih.gov/research/research-conducted-at-nimh/asq-toolkit-materials>); and the Adolescent Suicide Assessment Protocol – 20 (this PDF can be accessed here: <https://preventsuicidewv.com/wp-content/uploads/2021/04/ADOLESCENT-SUICIDE-ASSESSMENT-PROTOCOL.pdf>).
19. Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
20. Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
21. Best practices on follow up with parents/caregivers.
22. Best practices on re-entry.

Virtual Screenings for Suicide Risk

While much of the nation was already engaging in or exploring telehealth, COVID-19 propelled mental health service providers to pivot from in-person to virtual appointments. The pandemic has allowed us to see mental health from a different perspective and has elevated the need to

connect with students using various platforms. As we consider recent natural disasters that have led to school closures, LEAs should develop telehealth protocols and establish telehealth services in an effort to maintain connection with students while campuses are closed.

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Achieve Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Achieve Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to protocols.

Achieve Charter School has determined a process and protocols for Achieve Charter School-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Additionally, Achieve Charter School should review, and consider adopting, the National Association of School Psychologists' (NASP's) Comprehensive School Suicide Prevention in a Time of Distance Learning Preparing for Virtual School Suicide Assessment Checklist (which can be accessed here:

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources/preparing-for-virtual-school-suicide-assessment-checklist>), and Conducting a Virtual Suicide Assessment Checklist (can be accessed here:

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources/conducting-virtual-suicide-assessment-checklist>) for guidance on virtual suicide practices and assessments to help keep students safe.

Parents, Guardians, and Caregivers Participation and Education

In an effort to include parents/guardians/caregivers in all suicide prevention efforts, Achieve Charter School has shared this suicide prevention policy and procedures widely and included in the parent/student handbooks.

This suicide prevention policy is also prominently displayed on the Achieve Charter School web page.

Parents/guardians/caregivers are invited to provide input on the development and implementation of this policy. Parents/guardians/caregivers are provided crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral.

- All parents/guardians/caregivers have access to suicide prevention training that addresses the following:
 - Suicide warning signs, risk factors, and protective factors
 - How to approach and talk with their children about thoughts of suicide
 - How to respond appropriately to the youth who has suicidal thoughts

Appropriate responses should include the requirement of constant supervision of any child/youth considered to be suicidal and referral for an immediate SRA. To help parents/guardians and families on mental wellbeing, LEAs should consider posting information and guidance on addressing mental health issues. For example, Directing Change’s What I Wish My Parents Knew (the PDF can be accessed here: <https://www.directingchange.ca/wp-content/uploads/What-I-Wish-My-Parents-Knew-Toolkit.pdf>), NASP’s Anxiety and Anxiety Disorders in Children and Preventing Youth Suicide (see: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/preventing-youth-suicide>), as well as sharing NASP’s comprehensive collection of resources included in the *Helping Handouts: Supporting Students at School and Home* (accessed here: <https://www.nasponline.org/books-and-products/products/books/titles/helping-handouts-supporting-children-at-home-and-at-school>) and *Suicidal Thinking and Threats: Helping Handout for Home* (PDF can be downloaded here: https://www.nasponline.org/Documents/S3H14_Brock_Reeves_Parents_Suicide.pdf). For a curated list of parent/caregiver trainings, please visit Mental Health and Suicide Prevention Trainings/Programs for School Communities.

Communication with Parents, Caregivers, and Families:

Parents, guardians, caregivers, and families play a vital role in the prevention of youth suicide.

Achieve Charter School has included parents/guardians in the development, review, and implementation of this policy.

Achieve Charter School provides various training opportunities for parents, families, and caregivers to help them learn how to recognize and identify suicide risk, protective factors, as well as Achieve Charter School’s referral processes and how they or their children can reach out for help, etc.

All parents are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and also school and community-based supports. If parents, families, and/or caregivers identify or suspect a suicide risk, they are strongly encouraged to communicate with appropriate school staff (counselor, administration, nurse, school-employed mental health professional, etc.) for assistance. The Achieve Charter School-based mental health professionals are equipped to help identify and support a student at risk of suicide and are trained to ensure the safety of all students. This may include collaborating with other professionals (primary care doctors, marriage and family therapists, etc.) to develop a course of action and/or safety plan. Parents, caregivers, and families are reminded that mental health and academic records are kept separately to ensure confidentiality and to help protect the privacy of education records.

FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals. See 34 CFR §§ 99.31(a)(10) and 99.36. LEAs are required to adhere to the Family Educational Rights and Privacy Act (FERPA). FERPA applies to all LEAs and schools that receive funds under applicable programs administered by the U.S. Department of Education. Any LEA or school that is subject to FERPA may not disclose students' education records, including mental health records, or any personally identifying information derived from such records, without the written consent of a parent/guardian or the student, who is eighteen years of age or older. See the US Department of Education's FERPA web page here: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Student Participation and Education

Effective suicide prevention efforts must also include student education and engagement. Achieve Charter School and its partners has and will continue to carefully review potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encourage help-seeking behavior and being knowledgeable of supports and resources.

Achieve Charter School provides instruction to middle school students on general mental health and suicide prevention. The instruction is provided under the supervision of Achieve Charter School-employed mental health professionals, with input from county and community mental health agencies, and middle and high school students. The instruction is developmentally appropriate, student-centered, and includes:

- Recognizing behaviors (signs and symptoms) of mental health challenges and emotional distress.
- Recognizing life issues (risk factors) associated with suicide and mental health issues in oneself and others.
- Learning coping strategies for dealing with stress and trauma.
- Learning about protective factors.
- Learning help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- Guidance regarding Achieve Charter School's suicide prevention, intervention, and referral procedures.

Achieve Charter School maintains a list of current student trainings and is available upon request.

For a curated list of student trainings, please visit Mental Health and Suicide Prevention Trainings/Programs for School Communities. Student-focused suicide prevention instruction should be incorporated into classroom curricula (e.g., health classes, freshman orientation, science, and/or physical education). The curriculum should be supplemented with additional information about the effects of collective traumatic experiences and their impact on mental health and wellness. For example, communities experiencing natural disasters can utilize Psychological First Aid with their students or for concerns related to the pandemic, LEAs can utilize Stress and COVID-19: A Course for Teens. See the Readiness and Emergency Management for Schools' Psychological First Aid web page at [https://rems.ed.gov/K12PFAS.aspx#:~:text=Psychological%20First%20Aid%20for%20Schools%20\(PFA%20DS\)%20is%20an,have%20a%20long%20term%20impact](https://rems.ed.gov/K12PFAS.aspx#:~:text=Psychological%20First%20Aid%20for%20Schools%20(PFA%20DS)%20is%20an,have%20a%20long%20term%20impact), and the Stress and COVID-19: A Course for Teens web page at <http://www.jennifergreen.com/stress/#/lessons/FINR8igi-iUmzbTtKUFZOJIOviTXBqkf>.

Achieve Charter School has shared Achieve Charter School-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Achieve Charter School-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Achieve Charter School supports the creation and implementation of programs and/or activities on campuses that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs).

Intervention, Screening/Assessment, Referral

Intervention and Referral for Suicide Screening or Risk Assessment

Achieve Charter School ensures the Achieve Charter School suicide prevention crisis team members receive advanced training in suicide prevention, intervention and postvention. The crisis team is responsible for immediately establishing contact with the student and after assessment, shall contact their parents/guardians, if deemed safe. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they are required to promptly notify the appropriate school and staff, as outlined in the protocol.

Whenever a staff member has knowledge of a student's suicidal intentions or potential risk of suicide, they are required to promptly notify the suicide prevention crisis team through a formal referral process for immediate assessment of the student. Achieve Charter School has developed and disseminated protocols for screening, assessing, and referring students who may be experiencing suicidal thoughts and/or behavior. The following is included in the protocol:

- Students experiencing suicidal ideation shall not be left unsupervised; students with ideation or suicidal behaviors should be respectfully escorted to the office for an assessment and never sent alone or without staff supervision.

- Collaboration and communication between the teacher/staff and the suicide prevention crisis team is critical during the supervision, referral, and assessment processes.
- A referral process is prominently disseminated to all staff members (classified, certificated, volunteers, interns, etc.) so all know how to respond to a crisis, refer students for further screening/assessment, understand the safety issues of escorting a student, and are knowledgeable about school and community-based resources.
- The referral process includes steps to properly coordinate, consult and make a referral to the local county mental health plan (MHP) on behalf of any student.
- Achieve Charter School has established crisis intervention procedures to ensure student safety and appropriate communications if a suicide death occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.
- The crisis team is required to notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
- The names, titles, and contact information of suicide prevention crisis team members have been distributed to all staff, parents/guardians/caregivers, and students, included in parent/student handbook, and are prominently available on school and websites.

Achieve Charter School Suicide Prevention Team 530-872-4100

Casey Taylor, Superintendent; Steve Wright, Principal; Erika Etchison, Principal; Dr. Shelley Hart, psychologist; Tina Smith, crisis counselor/psychologist; Mary Tickle, psychologist; Mikayla Billson, psychologist; Megan Latta, parent; Veronica Salinas, parent

Imminent Danger

Achieve Charter School recognizes that student safety is a priority. If the student is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions, etc.) staff members are required to request assistance from other staff and call 911. The call shall **NOT** be made in the presence of the student and the student shall not be left unsupervised. Staff shall **NOT** physically restrain or block an exit.

Parents, Guardians, Caregivers, and Families

Achieve Charter School has established and widely disseminated a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.

Community-based organizations that provide evidence-based suicide-specific treatments are highlighted on the Achieve Charter School's website with treatment referral options marked accordingly.

Resources are prominently displayed on Achieve Charter School's websites. School and staff autoreplies during vacations or absences should include links to resources and phone/text numbers so parents and students have information readily available.

Students

Achieve Charter School has established and widely disseminated a referral process to all students, so they know how to access support through school, community-based, and crisis services.

Students shall be encouraged to notify a staff member directly, use WeTip, or through Kelvin Surveys when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement

Achieve Charter School has identified a process for ensuring parent/guardian/caregiver/family notification when a student has been screened or screened/assessed for suicide risk regardless of outcome (no present risk to high-risk).

Achieve Charter School has identified a process to ensure continuing care for the student identified to have suicidal ideation. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, staff are required to verify with the parent/guardian/caregiver/family that follow-up treatment has been accessed. Parents/guardians/caregivers/families will be required to provide documentation of care to the school.
- If parents/guardians/caregivers/families refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate staff member) will meet with the parents/guardians/caregivers/families to identify barriers to treatment (e.g., cultural stigma, financial issues), work to rectify the situation, and build understanding of the importance of care. If follow-up care for the student is still not provided, school or staff should consider contacting Child Protective Services (CPS) to report neglect of the youth at 1-800-400-0902.

Action Plan for In-School or During School Sponsored Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around them is critical. The following steps should be implemented for a suicide attempt on campus:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.
- Move all other students out of the immediate area.

- Immediately contact the administrator or suicide prevention liaison.
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable.
- If needed, provide medical first aid until a medical professional is available.
- Parents/guardians/caregivers/families should be contacted as soon as possible.
- Do not send the student away or leave them alone, even if they need to go to the restroom.
- Listen and prompt the student to talk.
- Review options and resources of people who can help.
- Be comfortable with moments of silence as you and the student will need time to process the situation.
- Provide comfort to the student.
- Promise privacy and help, and be respectful, but do not promise confidentiality.
- Students should only be released to parents/guardians/caregivers/families or to a person who is qualified and trained to provide help.

Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of school or Achieve Charter School property, the following steps should be implemented (it is critical to protect the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student):

- Contact the parents/guardians/caregivers/families and offer support.
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
- Obtain permission from the parents/guardians/caregivers/families to share information and ensure the facts regarding the crisis is correct.
- Provide care and determine appropriate support to affected students.
- Offer to the student and parents/guardians/caregivers/families steps for re-integration to school.

Re-Entry and Supporting Students after Mental Health Crisis

Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. Achieve Charter School has determined the following steps be implemented after the crisis:

3. Treat every threat with seriousness and approach with a calm manner; make the student a priority.
4. Listen actively and non-judgmentally to the student. Let the student express their feelings.
5. Acknowledge the feelings and do not argue with the student.
6. Offer hope and let the student know they are safe, and that help is available. Do not promise confidentiality or cause stress.
7. Explain calmly and get the student to a skilled mental health professional or designated staff to further support the student.
8. Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who has verbalized ideation or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

Achieve Charter School has determined the following steps be implemented upon the student's re-entry:

- Achieve Charter School administrator shall obtain a written release of information signed by parents/guardians/caregivers/families and providers.
- Achieve Charter School-based mental health professionals shall confer with the student and parents/guardians/caregivers/families about any specific requests on how to handle the situation.
- Achieve Charter School-based mental health professionals shall confer with the student and parents/guardians/caregivers/families to develop a safety plan.

- Achieve Charter School-based mental health professionals shall inform the student's teachers about possible days of absences.
- Teachers and administrators shall allow accommodations for student to make up work (understanding that missed assignments may add stress to student).
- Mental health professionals or trusted staff members shall maintain ongoing contact to monitor student's actions and mood.
- Achieve Charter School-based mental health professionals shall work with parents/guardians/caregivers/families to involve the student in an aftercare plan.
- Achieve Charter School-based mental health professionals shall provide parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Responding After a Suicide Death (Postvention)

It is important to remember that staff members are likely grieving as well and consider the capacity of staff members to engage in sensitive discourse with students. When possible, provide additional support to staff to lead conversations in response to suicide deaths.

A death by suicide of a student or staff member can have devastating consequences on the school community. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. To help Achieve Charter School prepare for postvention, the Crisis Team has reviewed the American Foundation for Suicide Prevention's (AFSP's) After a Suicide: A Toolkit for Schools (which can be accessed at the After a Suicide: A Toolkit for Schools' web page here: <https://afsp.org/after-a-suicide-a-toolkit-for-schools>) to develop our own suicide postvention response action plan for responding to a suicide death. This plan incorporates both immediate and long-term steps and objectives, including:

- Identification of a staff member to confirm death and cause (usually school site administrator).
- Identification of a staff member (administrator or school or Achieve Charter School-based mental health professional) to contact the deceased's family (within 24 hours).
- Conduct an initial meeting of the Achieve Charter School Crisis Team.
- Notification to all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death.
 - Emotional support and resources available to staff.

- o Notification to students about suicide death and the availability of support services.

Best practices suggest to respond to deaths by suicide similar to any death, regardless of the cause, but with special considerations to reduce risk of contagion. For example, it is recommended to avoid permanent memorials for any death but especially in response to suicide due to potential glamorization of the individual.

It is important to incorporate procedures with specific actions ahead of time to respond to suicide incidents.

- o Share limited information and ensure that is relevant and for which you have permission to disclose. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
- Remind and direct staff to respond to needs of students regarding the following:
 - o Review signs of emotional distress and suicide ideation.
 - o Review of protocols for referring students for support/assessment.
 - o Develop and provide supports to staff in responding to student reactions.
 - o Share school, community-based resources available to students.
- Identify students significantly affected by suicide death and other students that may be considering imitative behavior.
 - o Staff shall immediately refer students who they suspect are considering imitative behavior to a school-based mental health professional.
 - o If deemed safe, staff shall contact the student's parents/guardians/caregivers/families.
- Identify students affected by suicide death but not at risk of imitative behavior.
 - o Staff shall immediately refer students who are affected by the suicide to an Achieve Charter School or school-based mental health professional.
 - o If deemed safe, staff shall contact the student's parents/guardians/caregivers/families.
- Notification to larger school community about suicide death and the availability of support services.
- Consider as appropriate working with the family regarding funeral arrangements for family and school community.
 - If possible, suggest the funeral occur outside of school hours.
 - Encourage parents/guardians of students to attend funeral/memorial with their children.

- Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
- Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
- Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered.
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (visit <https://reportingonsuicide.org/> for recommendations on safe messaging). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death.
 - Identify and encourage staff and students to monitor social media outlets.
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed.
 - Support siblings, close friends, teachers, and/or students of the deceased.
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and suicidal.

Achieve Charter School believes the practices outlined in this policy will assist in reducing the suicidal ideation and attempts of our school community members. As a partner in the community, we always welcome feedback and input on our policies and encourage you to share them as appropriate.

Appendix A: Resources

Supporting Students During a Local, Regional, or National Crisis:

- Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA-S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. For more information, see the PFA-S web page at <https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide>.

General Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide. To access the toolkit, please visit <http://www.heardalliance.org/help-toolkit/>.
- Substance Abuse and Mental Health Services Administration’s (SAMHSA) Preventing Suicide: A Toolkit for High Schools; to access the toolkit, please visit the product’s web page at: <https://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669>.
- Trevor Project Model Suicide Prevention Policy; for more information, please visit The Trevor Project’s Public Education web page at: <https://www.thetrevorproject.org/public-education/>.
- Signs of Suicide Depression Screening Program (SOS); for more information, please visit the SOS web page at <https://www.mindwise.org/sos-signs-of-suicide/>.

Safe and Effective Messaging for Suicide Prevention:

- For information on public messaging on suicide prevention, see the *Framework for Successful Messaging* web page from the National Action Alliance for Suicide Prevention website: <http://suicidepreventionmessaging.org/>.
- Preventing Suicide: A Resource for Media Professionals is a resource booklet addressed to media professionals who play a role particularly relevant to the prevention of suicide. The booklet was written by the World Health Organization and the International Association for Suicide Prevention. See the resource guide at <https://apps.who.int/iris/bitstream/handle/10665/258814/WHO-MSD-MER-17.5-eng.pdf;jsessionid=6FC6A56E272B0A4A3C2C38379488F1D8?sequence=1>.
- For information on engaging the media regarding suicide prevention visit www.reportingonsuicide.org.
- SAVE (Suicide Awareness Voices of Education); see SAVE’s Responsible Media Reporting web page at <https://save.org/about-suicide/preventing-suicide/reporting-on-suicide/>.
- For more information regarding blogging on suicide, please visit <https://www.bloggingsuicide.org/>.
- Entertainment Industries Council; for more information, you can access the Social Media Guidelines for Mental Health Promotion and Suicide Prevention PDF here: https://www.eiconline.org/_files/ugd/aec3fc_9b403ff020b24489aa7f8a90d058ea07.pdf.

Staff Trainings:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an eight-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid's YMHFA web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>.
- Free YMHFA Training is available on the CDE Mental Health web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>.
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR website at <http://qprinstitute.com>.
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks' safeTALK web page at <https://legacy.livingworks.net/programs/safetalk/>.
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito's All Solutions for PK-12 web page at <https://kognito.com/pk-12/all-solutions/>.

Specialized Training, Assessment:

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks' ASIST web page at <https://legacy.livingworks.net/programs/asist/>.
- School-based Suicide Risk Screening: This 2.5-hour training is available for free and provides guidance on effective screening for suicide risk and suggestions to increase safety for students utilizing evidence-based tools such as safety planning as well as steps for re-entry. To register or for more information regarding training on suicide risk screening in schools, visit the Mental Health Services Oversight & Accountability Commission website at: <https://mhsoac.ca.gov/initiatives/suicide-prevention/school-suicide-risk-screening/>. Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center's AMSR web page at <http://www.sprc.org/training-events/amr>.

- For the SAMHSA’s Suicide Safe application for suicide assessment, visit the application’s product web page at: <https://store.samhsa.gov/product/suicide-safe>.

Parent Resources:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be suicidal. It is available from Suicide Awareness Voices of Education (SAVE) website here: <https://www.save.org/product/parents-as-partners/>.
- What I Wish My Parents Knew: This toolkit provides step-by-step instructions on how to implement activities to engage parents/guardians on topics related to mental health; access this toolkit here: <https://www.directingchange.ca.org/wp-content/uploads/What-I-Wish-My-Parents-Knew-Toolkit.pdf>.
- Know the Signs website: This website provides information on recognizing suicide risk, how to have a conversation about suicide and resources to support loved ones. See the Know the Signs website at <https://www.suicideispreventable.org/>.
 - To embed the website on your district page, use this code or contact info@suicideispreventable.org:
 - Take Action for Mental Health: Take Action for Mental Health is the campaign for California’s ongoing mental health movement. It builds upon established approaches and provides resources to support Californians’ mental health needs. You can find more information on the Take Action for Mental Health website at: <https://takeaction4mh.com/>.
- Depression: What is Depression? For more information, please visit the NIMH’s Depression web page at: <https://www.nimh.nih.gov/health/publications/depression>.
- 12 Things Parents Can Do to Prevent Suicide; guide and video can be accessed here: <https://www.healthychildren.org/English/health-issues/conditions/emotional-problems/Pages/ten-things-parents-can-do-to-prevent-suicide.aspx>.
- Teens and Suicide: What Parents Should Know; for more information, visit: <https://afsp.org/teens-and-suicide-what-parents-should-know/>.

Student Training Resources:

- LivingWorks Start; see the LivingWorks Start web page at <https://www.livingworks.net/start>.
- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center’s best practices list, specifically designed for teen-level suicide prevention. You can find more information on the American

Foundation for Suicide Prevention's More Than Sad web page at <https://afsp.org/our-work/education/more-than-sad/>.

- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital's BFFD program web page at <https://www.childrenshospital.org/programs/boston-childrens-hospital-neighborhood-partnerships-program/tap-online-trainings/break-free-depression-program>.
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc.'s CAST program web page at <http://www.reconnectingyouth.com/programs/cast/>.
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See SAVE's SMART Schools web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>.
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See SAVE's LEADS web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>.
- The Youth Aware of Mental health (YAM) program is a program developed for teenagers aged 14–16 that uses interactive dialogue and role-playing to teach adolescents about the risk and protective factors associated with suicide (including knowledge about depression and anxiety) and enhances their problem-solving skills for dealing with adverse life events, stress, school, and other problems. For more information, visit the YAM website at <https://www.y-a-m.org/>.
- CDC's Suicide Prevention Resource for Action; please visit: <https://www.cdc.gov/suicide/resources/prevention.html>.

Re-entry After an Attempt or Leave of Absence for Mental Health:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Virtual Hope Box; the product web page can be accessed here: <https://apps.apple.com/us/app/virtual-hope-box/id825099621>.

- A Friend Asks from Jason Foundation; the product web page can be accessed here: <https://jasonfoundation.com/get-involved/student/a-friend-asks-app/>.

Postvention:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. This guide can be accessed here: <http://www.sprc.org/comprehensive-approach/postvention>.
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide; this guide can be accessed here: <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>.
- Kognito Resilient Together Coping with Loss at School is an interactive role-play simulation to prepare schools for responding to a death in the school community. Teachers and administrators learn key elements of a crisis response plan, including postvention, and best practices for communicating with students and colleagues impacted by a loss in the school. See the Kognito's Coping with Loss at School web page at <https://kognito.com/solution/resilient-together-coping-with-loss-at-school/>.
- PREPaRE 3rd edition Training helps train the crisis staff who respond to the students and staff in the immediate follow up and over time. It also provides forms for use and documentation. Also, considerations of compassion fatigue with staff providing such services. See the PREPaRE training web page at <https://www.nasponline.org/professional-development/prepare-training-curriculum>.
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol web page at <https://www.mhrbwcc.org/prevention-and-resources/>.
- Information on school climate and school safety is available on the CDE Safe Schools Planning web page at <https://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>.
- Collaborative for Academic, Social, and Emotional Learning (CASEL); see the CASEL program guide web page at <https://casel.org/guide/programs/>.

Note: **This model policy is considered exemplary and is not prescriptive, per EC Section 33308.15:**

7. Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.
8. The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local

education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:

- o The guidelines are necessary.
- o The department has the authority to issue the guidelines.
- o The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

California Department of Education, Posted 2/1/2023

HARASSMENT, DISCRIMINATION, INTIMIDATION, & BULLYING PREVENTION

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, or singularly or a combination of two or more of the following protected characteristics: race or ethnicity (including ancestry, color, ethnic group identification and ethnic background; race is inclusive of traits associated with race, including, but not limited to, hair texture and protective hairstyles, including, but not limited to, such hairstyles as braids, locs and twists), 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 all acts related to school activity or school attendance occurring within a school under the jurisdiction of the governing board of the Charter School, and all acts of the governing board of the Charter School, including enacting policies and procedures that govern the Charter School. Additionally, the Charter School shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of the textbook, instructional material, supplemental instructional material, or curriculum would subject a student to unlawful discrimination.

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:

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

Definitions

Discrimination: Discrimination is the 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 the 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, gender identity, gender expression, and sexual orientation. 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.
- Cyber sexual bullying involves the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, WhatsApp, Slack, Teams, Messenger), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, TikTok, Vimeo).

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 any of the following methods:

- By phone at 530-872-4100
- By email at ctaylor@achievecharter.org
- By mail at 1494 East Ave, Chico, CA 95926

Any teacher, school counselor, or other school employee who 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 who 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 with 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 is 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.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3)

The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School’s written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the school site. It may be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to, classrooms, classroom hallways, gymnasiums, auditoriums, and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the school site.

Posting

This policy shall be posted on the School’s internet website in a manner that is easily accessible to parents/guardians/students.

The policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student’s actual or perceived nationality, ethnicity, or immigration status must be translated into the student’s primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of Achieve Charter School of Paradise, Inc. (“Achieve”) to address sex discrimination, including but not limited to sexual harassment, occurring within Achieve’s education program or activity.

Achieve does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹

This Policy applies to conduct occurring in Achieve’s education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Achieve does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the Achieve Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

¹ Achieve complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Achieve.

Prohibited Sexual Harassment

Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of Achieve conditioning the provision of an aid, benefit, or service of Achieve on an individual’s participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Achieve’s education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Achieve.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, poking another’s body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

- Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student’s or employee’s performance more difficult because of the student’s or the employee’s sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Achieve’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Achieve investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in Achieve’s education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such

measures are designed to restore or preserve equal access to Achieve’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Achieve’s educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of Achieve (“Board”) has designated the following employee as the Title IX Coordinator (“Coordinator”):

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

The Coordinator is responsible for coordinating Achieve’s efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to Achieve, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within Achieve’s education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Achieve will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Achieve acknowledges and respects every individual’s right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and

the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Achieve prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

Achieve will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

Achieve's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in Achieve's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Achieve will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair Achieve's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

Achieve has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with Achieve's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Achieve requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by Achieve to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Achieve will treat complainants and respondents equitably. Achieve presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

Achieve may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Achieve allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by Achieve, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

Achieve will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

Achieve must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;

² Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- Did not occur in Achieve’s education program or activity; or
- Did not occur against a person in the United States.

Achieve may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by Achieve;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent Achieve from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable Achieve policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- Achieve’s grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that Achieve prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

Achieve may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Achieve’s policies.

Achieve may remove a respondent from Achieve’s education program or activity on an emergency basis, in accordance with Achieve’s policies, provided that Achieve undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under Achieve's Title IX grievance procedures, Achieve may offer an informal resolution process to the parties. Achieve will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, Achieve will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. Achieve has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless Achieve obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, Achieve will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within twenty (20) business days after Achieve sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of Achieve's code of conduct to the facts;
- The decision and rationale for each allegation;

- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that Achieve provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of Achieve’s written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the President of the Achieve Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or Achieve’s dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from Achieve or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by Achieve.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years

thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Achieve will maintain the following records for at least seven (7) years:

- 23. Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- 24. Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- 25. Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- 26. All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- 27. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.



1494 EAST AVE, CHICO, CA 95926

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Achieve to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from Achieve.

Signature of Complainant

Date: _____

Print Name

To be completed by Achieve Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language[1] of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is a Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Education Code Section 47605(c)(5)(J)

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

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

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

The Charter School administration shall ensure that students and their parents/guardians^[1] are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School shall follow all federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or

disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

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

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated Charter School employee, with the Executive Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an

intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and

such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

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

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained

written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or

Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Board or Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

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

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

G. Record of Hearing

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

H. Presentation of Evidence

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

Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

I. Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

O. Notice to Teachers

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

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504

Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

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

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

INTERNAL COMPLAINT PROCEDURES RELATING TO SPECIAL EDUCATION

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, Executive Director
1494 East Ave
Chico, CA 95926
(530) 872-4100

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. Upon request, a copy of this policy will be made available free of charge and is also available on the School’s website.

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

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
Executive Director
1494 East Ave.
Chico, CA 95926
530-872-4100

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.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt. #: _____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Agricultural Vocational Education |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Foster/Homeless Youth |
| <input type="checkbox"/> Migrant Education | <input type="checkbox"/> No Child Left Behind Programs | <input type="checkbox"/> Regional Occupational Programs |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> State Preschool | <input type="checkbox"/> Tobacco-Use Prevention Education |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula | <input type="checkbox"/> Lactating Pupils |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|---|
| <input type="checkbox"/> Age | Ethnicity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Gender/Gender Expression / Gender Identity | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Genetic Information | Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or physical) | <input type="checkbox"/> National Origin | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion | |
| <input type="checkbox"/> Race or | | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Casey Taylor
Executive Director
1494 East Ave.
Chico, CA 95926
530-872-4100

The 2026-2027 Parent/Guardian and Student Handbook with Appendix was approved by the Achieve Board of Directors on June 2, 2026.

Thank you for reviewing the 2026-2027 Parent/Guardian and Student Handbook. If you have questions or would like to view full policies and/or procedures, please contact the school office, the school site principal or visit achievecharter.org.

Achieve Charter School
PARENT/GUARDIAN & STUDENT HANDBOOK ACKNOWLEDGMENT

The _____ Family has read and understood the 2026-2027 Achieve Charter School Parent/Guardian & Student Handbook. We will strive to follow all policies and procedures as described therein.

Parent/Guardian Signature

Date