

Long Valley Charter School
WARRANT REGISTER: June 2025

Check Number	Check Date	Payee	Reason	School	Total
061225-Stamps.com	6/12/2025	AUCTANE Inc	061225-Stamps.com ACH	LVCS	\$ 125.00
061225-Stamps.com Total					\$ 125.00
061325-Bank Fee	6/13/2025	US Bank	061225-Bank Fees	LVCS	\$ 34.13
061325-Bank Fee Total					\$ 34.13
90980	6/2/2025	LEAF	Tax	LVCS	\$ 59.67
			2 Kyocere 4053ci Copier	LVCS	\$ 728.00
			2 Kyocere 4053ci Copier Documentation Fees	LVCS	\$ 95.00
90980 Total					\$ 882.67
90989	6/3/2025	Lassen County Office of Education	042625-052525-TPC STRS variance to GL	LVCS	\$ 67.98
90989 Total					\$ 67.98
90992	6/3/2025	ReliaStar Life Insurance Company	04/26/25-05/25/24 Vol Life Ins	LVCS	\$ 289.68
			04/26/25-05/25/24 Vol Life Ins Variance to GL	LVCS	\$ (24.21)
90992 Total					\$ 265.47
90993	6/3/2025	Tri-County Schools Ins Group	042625-052525 TCSIG	LVCS	\$ 52,158.23
			042625-052525 TCSIG variance to GL	LVCS	\$ 6,796.30
90993 Total					\$ 58,954.53
90995	6/6/2025	Beach Cities Learning, LLC	Mental Health Service April 2025	LVCS	\$ 1,781.25
90995 Total					\$ 1,781.25
91004	6/6/2025	Verizon Wireless	Verizon - Wireless Phone Service Hot Spots 542362909-00002	LVCS	\$ 289.35
91004 Total					\$ 289.35
91005	6/6/2025	Verizon Wireless	Verizon - Kelly Wynn	LVCS	\$ 25.98
			Verizon - Sherri Morgan	LVCS	\$ 36.02
			Verizon - Stephanie Stelzriede	LVCS	\$ 25.98
			Verizon - El Roper	LVCS	\$ 25.98
			Verizon - Orbic Hotspot	LVCS	\$ 22.51
			Verizon - Sarah Froud	LVCS	\$ 25.98
			Verizon - Jerad Morgan	LVCS	\$ 25.98
			Verizon - Misty Brussatoi	LVCS	\$ 25.98
			Verizon - Jenavieve Telemontes	LVCS	\$ 51.97
91005 Total					\$ 266.38
91008	6/20/2025	C&S Waste Solutions of Lassen County	Service Location 436 965 Susan Dr 2024-25 May	LVCS	\$ 406.68
91008 Total					\$ 406.68
91010	6/20/2025	CatapultK12	Website Hosting July 2025-June 2026	LVCS	\$ 922.00
91010 Total					\$ 922.00

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91013	6/20/2025	CSM Consulting Inc	LV 4 of 4 E-Rate Installment April, May and June 2025	LVCS	\$ 1,567.10
91013 Total					\$ 1,567.10
91014	6/20/2025	Department of Motor Vehicles	DMV - Pull Notice	LVCS	\$ 3.00
91014 Total					\$ 3.00
91018	6/20/2025	Forest Office Supplies	Tax	LVCS	\$ 28.11
			Contract 2526 436-965 Susan Dr	LVCS	\$ 587.93
91018 Total					\$ 616.04
91022	6/20/2025	Kathryn Campbell	Employee Mileage Reimbs June 2, 2025	LVCS	\$ 31.50
91022 Total					\$ 31.50
91026	6/20/2025	Law Offices of Young, Minney & Corr, LLP	2025 May Legal Services LVC	LVCS	\$ 619.25
91026 Total					\$ 619.25
91035	6/20/2025	AUCTANE Inc	stamps.com monthly service	LVCS	\$ 14.99
91035 Total					\$ 14.99
91037	6/20/2025	Thrive Public School	2024 MTSS Support Payment 2/2	LVCS	\$ 1,750.00
91037 Total					\$ 1,750.00
91038	6/20/2025	Tom Hammond Inc.	Fuel - Regular Adult Ed	LVCS	\$ 180.14
			Fuel - Regular	LVCS	\$ 1,059.05
			Fuel - student transportation	LVCS	\$ 668.71
91038 Total					\$ 1,907.90
ACH-0090	6/6/2025	ERC Expert Group LP	ERC Consulting Service Fee - Credit Recovery	LVCS	\$ 102,028.14
ACH-0090 Total					\$ 102,028.14
ACH-0092	6/24/2025	Delta Managed Solutions	Monthly Fee - June 2025	LVCS	\$ 7,587.50
ACH-0092 Total					\$ 7,587.50
ACH-0093	6/30/2025	Kelly Wynn	K Wynn health coverage – July 2025	LVCS	\$ 1,107.50
ACH-0093 Total					\$ 1,107.50
062425--USDA Doyle	6/24/2025	USDA Rural Development	060125-USDA Loan - Doyle	LVCS	\$ 9,402.00
062425--USDA Doyle Total					\$ 9,402.00
062425-US Bank CC	6/24/2025	US Bank Credit Card	June US Bank Credit Card Payment	LVCS	\$ 11,382.18
062425-US Bank CC Total					\$ 11,382.18
90971	6/2/2025	All Season Heating and Air Inc	Service - Filter change and clean filters on mini spits	LVCS	\$ 603.78
			Preventative Service - Minisplits service	LVCS	\$ 760.00
			Preventative Service - Test all AC units, capacitors, clean	LVCS	\$ 180.00
90971 Total					\$ 1,543.78
90972	6/2/2025	Bonanza Produce Co.	Food Service 5/22/25	LVCS	\$ 643.30
90972 Total					\$ 643.30
90975	6/2/2025	FGL Environmental	Coliform - Colilert-P & Materials/Disposa/Sampling Fee Sampl	LVCS	\$ 156.00

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90975 Total					\$ 156.00
90976	6/2/2025	Heartland Payment Systems	Tax	LVCS	\$ 19.87
			HDW: Chipper 3X Credit Card Reader	LVCS	\$ 199.00
			HDW: Chipper 3X Credit Card ReaderCradle	LVCS	\$ 75.00
			PSV: MySchoolBucks Store Set Up Fee	LVCS	\$ 1,200.00
			PSV: MySchoolBucks Store Training Fee	LVCS	\$ 599.00
90976 Total					\$ 2,092.87
90977	6/2/2025	Intermountain Disposal, Inc. Portola Division	Disposal service for Portola - 4/30/25	LVCS	\$ 109.21
90977 Total					\$ 109.21
90981	6/2/2025	Marguerite Seehuetter	Mileage Reimbs May 2025	LVCS	\$ 159.60
90981 Total					\$ 159.60
90983	6/2/2025	Morning Glory, Inc.	Food delivery 5/21/25	LVCS	\$ 324.32
90983 Total					\$ 324.32
90984	6/2/2025	Amazon Business- (Punchout)	Discount	LVCS	\$ (7.00)
			Tax Amount	LVCS	\$ 6.09
			Shipping Amount	LVCS	\$ 8.98
			Happy Secret Adult Graduation Stole 60 Long Plain Stole Cla	LVCS	\$ 5.58
			Fanmao 8 Pcs 2-1/2 High U Bracket for 1-1/4 Panel, Stamped	LVCS	\$ 19.59
			Easel Whiteboard - Magnetic Portable Dry Erase	LVCS	\$ 56.99
90984 Total					\$ 90.23
90985	6/2/2025	The Birch Agency, Inc.	Special Education School Staffing 5/11/25	LVCS	\$ 1,950.00
90985 Total					\$ 1,950.00
90988	6/3/2025	Lassen County Office of Education	042625-052525-LVC STRS	LVCS	\$ 30,669.04
			042625-052525-LVC STRS-variance to GL	LVCS	\$ (67.98)
90988 Total					\$ 30,601.06
90996	6/6/2025	Bonanza Produce Co.	Food Service 5/29/25	LVCS	\$ 288.80
90996 Total					\$ 288.80
90997	6/6/2025	Ed Staub & Sons Propane	Propane Tank Rent 436-965 Susan Dr C#262845	LVCS	\$ 120.00
90997 Total					\$ 120.00
90998	6/6/2025	Liberty Utilities	Monthly Utilities, 257 Unit 1	LVCS	\$ 74.31
90998 Total					\$ 74.31
90999	6/6/2025	Liberty Utilities	Utilities for 257 Unit 2	LVCS	\$ 103.65
90999 Total					\$ 103.65
91000	6/6/2025	Liberty Utilities	Utilities for 257 Unit 5	LVCS	\$ 96.23
91000 Total					\$ 96.23
91001	6/6/2025	Liberty Utilities	Utilities for 257 Unit 4	LVCS	\$ 164.01

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91001 Total					\$ 164.01
91002	6/6/2025	Liberty Utilities	Monthly Utilities, 217 E Sierra	LVCS	\$ 365.21
91002 Total					\$ 365.21
91003	6/6/2025	The Birch Agency, Inc.	Special Education School Staffing 5/18/25	LVCS	\$ 1,750.00
91003 Total					\$ 1,750.00
91006	6/20/2025	AmeriGas	Service location 257 E Sierra ST Unit D	LVCS	\$ 46.07
			Service location 257 E Sierra ST Unit A	LVCS	\$ 28.71
			Service location 257 E Sierra ST #B	LVCS	\$ 51.85
			Service location 257 E Sierra ST Unit C	LVCS	\$ 22.93
91006 Total					\$ 149.56
91007	6/20/2025	AT&T	Monthly phone Statment 9391080288	LVCS	\$ 74.29
91007 Total					\$ 74.29
91009	6/20/2025	Canon Financial Service, Inc c/o Operational Accounting	Monthly Contract Base 601848-1	LVCS	\$ 173.51
			Monthly Contract Base Insurance Charge and Fees	LVCS	\$ 15.69
91009 Total					\$ 189.20
91011	6/20/2025	City of Portola	Utility Bill Service Location 217 Sierra Avel	LVCS	\$ 191.12
91011 Total					\$ 191.12
91012	6/20/2025	Country Breeze Cleaning	Portola Office cleaning service May 2025	LVCS	\$ 800.00
91012 Total					\$ 800.00
91016	6/20/2025	Ed Staub & Sons Propane	Propane 436-965 Susan Dr C#262845	LVCS	\$ 467.24
91016 Total					\$ 467.24
91017	6/20/2025	FGL Environmental	Coliform - Colilert-P & Materials/Disposa/Sampling Fee Sampl	LVCS	\$ 77.00
91017 Total					\$ 77.00
91019	6/20/2025	Intermountain Disposal, Inc. Portola Division	Disposal service for Portola	LVCS	\$ 109.21
91019 Total					\$ 109.21
91020	6/20/2025	James Merzon	257 East Sierra CAM 24-25 City of Portola 80% common area	LVCS	\$ 78.32
			257 East Sierra CAM 24-25 Insurance	LVCS	\$ 206.07
			257 East Sierra CAM 24-25 Liberty Electric 80% Unit 3/common	LVCS	\$ 7.75
			257 East Sierra CAM 24-25 Prop Tax	LVCS	\$ 309.84
			257 East Sierra Rents 2025	LVCS	\$ 3,176.46
91020 Total					\$ 3,778.44
91021	6/20/2025	JM Plumbing	Plumbing service - Install new commercial disposal Travel	LVCS	\$ 525.00
91021 Total					\$ 525.00
91028	6/20/2025	Morning Glory, Inc.	Food delivery 6/11/25	LVCS	\$ 36.49
91028 Total					\$ 36.49
91029	6/20/2025	Plumas-Sierra Rural Electric Cooperative	Electrical Service location 436-965 Susan Drive May 2025	LVCS	\$ 2,552.25

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91029 Total					\$ 2,552.25
91030	6/20/2025	Plumas-Sierra Telecommunications	Telecom Dial Up Internet	LVCS	\$ 25.00
91030 Total					\$ 25.00
91031	6/20/2025	Plumas-Sierra Telecommunications	257 E Sierra Ave (Admin) - 59549	LVCS	\$ 10.90
			257 E Sierra St (School) - 57298	LVCS	\$ 236.50
			436-965 Susan Dr - 57917	LVCS	\$ 138.42
91031 Total					\$ 385.82
91033	6/20/2025	Randy Riche	Employee Mileage Reimbs - May 26 2025	LVCS	\$ 413.00
			Employee Reimbs - May 2025 fuel and meals	LVCS	\$ 135.37
91033 Total					\$ 548.37
91034	6/20/2025	Sean Bitle	Landscape Maintenance March 2025	LVCS	\$ 2,750.00
			Landscape Maintenance May 2025	LVCS	\$ 2,950.00
91034 Total					\$ 5,700.00
91036	6/20/2025	The Birch Agency, Inc.	Special Education School Staffing 5/25/25	LVCS	\$ 2,100.00
			Special Education School Staffing 6/1/25	LVCS	\$ 1,450.00
91036 Total					\$ 3,550.00
91039	6/20/2025	UBEO Business Service	Tax	LVCS	\$ 3.08
			Doyle Copy Room Base rate -IR 8786 Base	LVCS	\$ 125.00
91039 Total					\$ 128.08
91040	6/24/2025	Scott Killgore Flooring	Deposit Flooring Project Classroom	LVCS	\$ 3,500.00
			Deposit Flooring Project KIT	LVCS	\$ 9,750.00
91040 Total					\$ 13,250.00
ACH-0089	6/2/2025	US Foods	Food Deliver 436-965 Susan Drive 5/22/25	LVCS	\$ 908.68
ACH-0089 Total					\$ 908.68
ACH-0091	6/6/2025	US Foods	Food Deliver 436-965 Susan Drive 5/29/25	LVCS	\$ 1,855.64
ACH-0091 Total					\$ 1,855.64
ACH-0094	6/20/2025	Webstaurant Store	Tax	LVCS	\$ 757.04
			3 Year Coverage Warranty/Steam Table	LVCS	\$ 130.49
			Acopa Foundations 8 oz. White Melamine Bouillon Cup, 12/case	LVCS	\$ 94.40
			Advance Tabco BSWS-B Stainless Steel Everyday Buffet Silverw	LVCS	\$ 1,769.00
			Cambro CP814 Cold Blue Camchiller, 8x14	LVCS	\$ 189.96
			Choice 10x14 Left Handed Heavy Duty Melamine NSF Red 6 Com	LVCS	\$ 134.97
			Choice 12 oz. Brown Wide Mouth Squeeze Bottle, 6pk	LVCS	\$ 5.79
			Choice 12 oz. Yellow Wide Mouth Squeeze Bottle, 6pk	LVCS	\$ 5.29
			Choice 15 Perforated Stainless Steel Basting Spoon	LVCS	\$ 1.98
			Choice 15 Solid Stainless Steel Basting Spoon	LVCS	\$ 1.98
			Choice 18x12x1/2 Green Polyethylene Cutting Board	LVCS	\$ 7.99
			Choice 21 Perforated Stainless Steel Basting Spoon	LVCS	\$ 3.98

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ACH-0094	45828	Webstaurant Store	Choice 21 Solid Stainless Steel Basting Spoon	LVCS	\$ 3.78
			Choice 3x5' Black Rubber Anti-Fatigue Floor Mat w/Beveled Ed	LVCS	\$ 149.94
			Choice 5 Black Octagonal Drip Tray w/Removable Grate	LVCS	\$ 6.76
			Choice 5 Gallon Red Beverage Dispenser	LVCS	\$ 123.96
			Choice Dominion 7 Stainless Steel Dinner Fork, 12/case	LVCS	\$ 64.50
			Choice Windsor 5 7/8 Stainless Steel Teaspoon, 12/case	LVCS	\$ 55.50
			Lakeside 707 Stainless Steel Single Shelf Store N Carry Dish	LVCS	\$ 2,769.00
			Lavex 32 Gallon Gray Round Commercial Trash Can	LVCS	\$ 49.98
			Lavex Commerical Round Trash Can Dolly	LVCS	\$ 49.98
			Lavex Mat Transport and Wash Cart	LVCS	\$ 234.99
			Liftgate Fee	LVCS	\$ 730.03
			Noble Products King Pail 3qt. Red Sanitizing Pail	LVCS	\$ 5.49
			Noble Products Nitrile Black 4MIL Gloves, Extra Large, 1000/	LVCS	\$ 37.99
			Noble Products Nitrile Black 4MIL Gloves, Medium 1000/case	LVCS	\$ 37.99
			Noble Products Nitrile White 3MIL Gloves, Large, 1000/case	LVCS	\$ 39.99
			Regency 18x36 18 Gauge Stainless Steel Solid Wall Shelf	LVCS	\$ 125.98
			Regency Stainless Steel Two Shelf Utility Cart, 18x58x37	LVCS	\$ 282.49
			Safco 8964BL 33 1/2x21 3/4x43 Black Mobile Beverage Cart	LVCS	\$ 448.99
			Servlt Four Pan Open Well Electric Steam Table w/2 sided Sne	LVCS	\$ 1,629.00
			Steelton 18x24 NSF Chrome 5 Shelf Kit w/72 Posts and Caste	LVCS	\$ 132.49
			Thunder Group 8x4 Solid Turner w/ Wood Handle	LVCS	\$ 13.38
			Vigor Full Size Black Polycarbonate Food Pan, 6 Deep	LVCS	\$ 32.98
ACH-0094 Total					\$ 10,128.06
Grand Total					\$ 288,074.57

Long Valley - Thompson Peak
WARRANT REGISTER: June 2025

Check Number	Check Date	Payee	Reason	School	Total
061225-Stamps.com	6/12/2025	AUCTANE Inc	061225-Stamps.com ACH	Thompson Peak LVCS-Susanville	\$ 125.00
061225-Stamps.com Total					\$ 125.00
061325-Bank Fee	6/13/2025	US Bank	061225-Bank Fees	Thompson Peak LVCS-Susanville	\$ 34.13
061325-Bank Fee Total					\$ 34.13
062525-USDA Susa	6/25/2025	USDA Rural Development	062425-USDA Loan-Susanville	Thompson Peak LVCS-Susanville	\$ 4,296.00
062525-USDA Susanvil Total					\$ 4,296.00
90653	6/2/2025	Monarch	Tax	Thompson Peak LVCS-Susanville	\$ 92.22
			Discount	Thompson Peak LVCS-Susanville	\$ (2,430.00)
			iPad, Stand, Printer and Labels and 3yr license	Thompson Peak LVCS-Susanville	\$ 10,272.00
90653 Total					\$ 7,934.22
90973	6/2/2025	City of Susanville	995 Paiute Lane Gas & Water Service 111924-121824	Thompson Peak LVCS-Susanville	\$ 52.10
90973 Total					\$ 52.10
90974	6/2/2025	City of Susanville	995 Paiute Lane Gas & Water Service	Thompson Peak LVCS-Susanville	\$ 208.26
90974 Total					\$ 208.26
90978	6/2/2025	Lassen Municipal Utility District	Electric - 438132 Municipal Utility 955 Paiute Ln	Thompson Peak LVCS-Susanville	\$ 63.65
90978 Total					\$ 63.65
90979	6/2/2025	Lassen Municipal Utility District	Electric Municipal Utility 415072 955 Paiute Ln	Thompson Peak LVCS-Susanville	\$ 831.77
90979 Total					\$ 831.77
90980	6/2/2025	LEAF	Tax	Thompson Peak LVCS-Susanville	\$ 18.68
			2 Kyocere 4053ci Copier	Thompson Peak LVCS-Susanville	\$ 221.38
			2 Kyocere 4053ci Copier Insurance	Thompson Peak LVCS-Susanville	\$ 17.53
90980 Total					\$ 257.59
90982	6/2/2025	Monarch	Tax	Thompson Peak LVCS-Susanville	\$ 46.11
			Discount	Thompson Peak LVCS-Susanville	\$ (1,215.00)
			iPad, Stand, Printer and Labels and 3yr license	Thompson Peak LVCS-Susanville	\$ 5,136.00
90982 Total					\$ 3,967.11
90989	6/3/2025	Lassen County Office of Education	042625-052525-TPC STRS	Thompson Peak LVCS-Susanville	\$ 27,038.67
90989 Total					\$ 27,038.67
90992	6/3/2025	ReliaStar Life Insurance Company	04/26/25-05/25/24 Vol Life Ins	Thompson Peak LVCS-Susanville	\$ 251.53
90992 Total					\$ 251.53
90993	6/3/2025	Tri-County Schools Ins Group	042625-052525 TCSIG	Thompson Peak LVCS-Susanville	\$ 28,417.39
90993 Total					\$ 28,417.39
90994	6/6/2025	Advanced Comfort Control Inc.	Reset breaker or GFCI & Test Circuit	Thompson Peak LVCS-Susanville	\$ 236.50
90994 Total					\$ 236.50
90995	6/6/2025	Beach Cities Learning, LLC	Mental Health Service April 2025	Thompson Peak LVCS-Susanville	\$ 5,343.75
			TP SPED Service April 2025	Thompson Peak LVCS-Susanville	\$ 375.00
90995 Total					\$ 5,718.75
91004	6/6/2025	Verizon Wireless	Verizon - Wireless Phone Service Hot Spots 542362909-00002	Thompson Peak LVCS-Susanville	\$ 289.35
91004 Total					\$ 289.35
91005	6/6/2025	Verizon Wireless	Verizon - Kelly Wynn	Thompson Peak LVCS-Susanville	\$ 25.98
			Verizon - Sherri Morgan	Thompson Peak LVCS-Susanville	\$ 36.02
			Verizon - Stephanie Stelzriede		\$ 25.98
			Verizon - El Roper	Thompson Peak LVCS-Susanville	\$ 25.98
			Verizon - Orbic Hotspot	Thompson Peak LVCS-Susanville	\$ 22.58
			Verizon - Sarah Froud	Thompson Peak LVCS-Susanville	\$ 25.98
			Verizon - Jerad Morgan	Thompson Peak LVCS-Susanville	\$ 25.98
			Verizon - Misty Brussatoi	Thompson Peak LVCS-Susanville	\$ 25.98
91005 Total					\$ 214.48

Long Valley - Thompson Peak
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Check Number	Check Date	Payee	Reason	School	Total
91008	6/20/2025	C&S Waste Solutions of Lassen County	Service Location 995 Paiute Ln 2024-25 May	Thompson Peak LVCS-Susanville	\$ 243.72
91008 Total					\$ 243.72
91010	6/20/2025	CatapultK12	Website Hosting July 2025-June 2026	Thompson Peak LVCS-Susanville	\$ 922.00
91010 Total					\$ 922.00
91013	6/20/2025	CSM Consulting Inc	TP 4 of 4 E-Rate Installment April, May and June 2025	Thompson Peak LVCS-Susanville	\$ 1,650.40
91013 Total					\$ 1,650.40
91014	6/20/2025	Department of Motor Vehicles	DMV - Pull Notice	Thompson Peak LVCS-Susanville	\$ 3.00
91014 Total					\$ 3.00
91015	6/20/2025	DiPietro & Associates Inc	Sales Tax	Thompson Peak LVCS-Susanville	\$ 10.31
			Philips Infant/Child SMART Pads Cartridge, HS1	Thompson Peak LVCS-Susanville	\$ 125.00
91015 Total					\$ 135.31
91018	6/20/2025	Forest Office Supplies	Tax	Thompson Peak LVCS-Susanville	\$ 53.63
			Contract Base Service 995 Paiute In Unit 0536	Thompson Peak LVCS-Susanville	\$ 95.00
			Contract Base Service 995 Paiute In Unit 0542	Thompson Peak LVCS-Susanville	\$ 95.00
			Overage Service 995 Paiute In Unit 0536	Thompson Peak LVCS-Susanville	\$ 355.11
			Overage Service 995 Paiute In Unit 0542	Thompson Peak LVCS-Susanville	\$ 538.19
91018 Total					\$ 1,136.93
91022	6/20/2025	Kathryn Campbell	Employee Mileage Reimbs June 2, 2025	Thompson Peak LVCS-Susanville	\$ 31.50
91022 Total					\$ 31.50
91023	6/20/2025	Lassen County Office of Education	LVCS STRS P&I	Thompson Peak LVCS-Susanville	\$ 1.59
91023 Total					\$ 1.59
91024	6/20/2025	Lassen Municipal Utility District	Electric - 438132 Municipal Utility 955 Paiute Ln	Thompson Peak LVCS-Susanville	\$ 72.06
91024 Total					\$ 72.06
91025	6/20/2025	Lassen Municipal Utility District	Electric Municipal Utility 415072 955 Paiute Ln	Thompson Peak LVCS-Susanville	\$ 1,050.48
91025 Total					\$ 1,050.48
91026	6/20/2025	Law Offices of Young, Minney & Corr, LLP	2025 May Legal Services LVC	Thompson Peak LVCS-Susanville	\$ 619.25
91026 Total					\$ 619.25
91027	6/20/2025	Monarch	Tax	Thompson Peak LVCS-Susanville	\$ 7.84
			Labels for Brother QL-820NWB	Thompson Peak LVCS-Susanville	\$ 135.00
91027 Total					\$ 142.84
91032	6/20/2025	Amazon Business-(Punchout)	Tax Amount	Thompson Peak LVCS-Susanville	\$ 1.23
			Shipping Amount	Thompson Peak LVCS-Susanville	\$ 6.99
			Evechole 2025 Tassel Charm, 5 Pcs 2025 Charms, Mini Silver 2	Thompson Peak LVCS-Susanville	\$ 9.98
91032 Total					\$ 18.20
91035	6/20/2025	AUCTANE Inc	stamps.com monthly service	Thompson Peak LVCS-Susanville	\$ 15.00
91035 Total					\$ 15.00
91037	6/20/2025	Thrive Public School	2024 MTSS Support Payment 2/2	Thompson Peak LVCS-Susanville	\$ 1,750.00
91037 Total					\$ 1,750.00
91038	6/20/2025	Tom Hammond Inc.	Fuel - Regular Adult Ed	Thompson Peak LVCS-Susanville	\$ 180.13
91038 Total					\$ 180.13
ACH-0090	6/6/2025	ERC Expert Group LP	ERC Consulting Service Fee - Credit Recovery	Thompson Peak LVCS-Susanville	\$ 54,938.23
ACH-0090 Total					\$ 54,938.23
ACH-0092	6/24/2025	Delta Managed Solutions	Monthly Fee - June 2025	Thompson Peak LVCS-Susanville	\$ 7,587.50
ACH-0092 Total					\$ 7,587.50
ACH-0093	6/30/2025	Kelly Wynn	K Wynn health coverage – July 2025	Thompson Peak LVCS-Susanville	\$ 1,107.50
ACH-0093 Total					\$ 1,107.50
Grand Total					\$ 151,542.14

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Check Number	Check Date	Payee	Reason	School	Total
ACH-0094	7/9/2025	Webstaurant Store	Tax	LVCS	\$ 794.24
			5 year Warranty for Reach in Freezer	LVCS	\$ 167.99
			5 year Warranty for Undercounter Refrigerator	LVCS	\$ 215.99
			Avantco A-49F-HC 54 Solid Door Reach in Freezer	LVCS	\$ 2,099.00
			Avantco SS-UC-72R-HC 72 Undercounter Refrigerator	LVCS	\$ 2,699.00
			Cambro Camwear 18x12x6 Clear Polycarbonate Food Storage Bo	LVCS	\$ 142.49
			Cambro CPB1220159 Cold Blue Buffet Camchiller	LVCS	\$ 467.44
			Cambro VBR5186 5' Navy Blue Versa Food/Salad Bar w/Standarc	LVCS	\$ 2,059.00
			Cambro VBRR5186 5' Navy Blue Tray Rail for Versa Food Bars a	LVCS	\$ 572.98
			Cambro VBRWC186 Navy Blue Versa Well Cover	LVCS	\$ 353.96
			Carlisle 5552437 Balsam Displayware Bavarian Cream Melamine	LVCS	\$ 236.99
			Carlisle 5552837 Balsam Displayware Bavarian Cream 1/2 Size	LVCS	\$ 132.99
			Choice 24 Black Nylon Hairnet Cap, 100/pk	LVCS	\$ 13.98
			Choice Medium Weight White Wrapped Polypropylene Plastic Sp	LVCS	\$ 22.49
			Common Carrier w/Liftgate	LVCS	\$ 466.83
			Vigor 26x18x6 Clear Polycarbonate Food Storage Box w/Lid, 6	LVCS	\$ 228.99
			WypAll 41043x80 12 1/4 Blue Heavy Duty Wiper 475/Roll	LVCS	\$ 130.98
			ACH-0094 Total		
071525-Bank Fee	7/15/2025	US Bank	July 2025 Bank Activity	LVCS	\$ 45.31
071525-Bank Fee Total					\$ 45.31
072925-Stamps	7/29/2025	AUCTANE Inc	072925-Stamps.com	LVCS	\$ 125.00
072925-Stamps Total					\$ 125.00
91049	7/7/2025	ReliaStar Life Insurance Company	052625-062524 Vol Life Ins	LVCS	\$ 292.35
			052625-062524 Vol Life Ins - Variance to GL	LVCS	\$ (24.21)
91049 Total					\$ 268.14
91052	7/9/2025	Beach Cities Learning, LLC	Mental Health Service May 2025	LVCS	\$ 3,750.00
91052 Total					\$ 3,750.00
91056	7/9/2025	COMPanion Corporation	Alexandria- Portola Site	LVCS	\$ 1,064.00
			Alexandria-Doyle Site	LVCS	\$ 1,064.00
91056 Total					\$ 2,128.00
91067	7/9/2025	McRuffy Press, LLC	Preschool Color Math Curriculum with Manipulative Kit	LVCS	\$ 135.90
			Preschool Language Arts Curriculum	LVCS	\$ 199.90
91067 Total					\$ 335.80
91070	7/9/2025	Rainbow Resources	Tax	LVCS	\$ 50.47
			Shipping	LVCS	\$ 27.84
			Plaid Phonics Homeschool Bundle Level A (2011 Edition)	LVCS	\$ 151.90
			Plaid Phonics Homeschool Bundle Level B (2011 Edition)	LVCS	\$ 75.95

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91070	7/9/2025	Rainbow Resources	Plaid Phonics Homeschool Bundle Level C (2011 Edition)	LVCS	\$ 303.80
			Plaid Phonics Student Level A (2011 Edition)	LVCS	\$ 74.75
			Plaid Phonics Student Level B (2011 Edition)	LVCS	\$ 59.80
			Plaid Phonics Student Level C (2011 Edition)	LVCS	\$ 29.90
91070 Total					\$ 774.41
91078	7/9/2025	Verizon Wireless	Verizon - Wireless Phone Service Hot Spots 542362909-00002	LVCS	\$ 289.35
91078 Total					\$ 289.35
91079	7/9/2025	Verizon Wireless	Verizon - Kelly Wynn	LVCS	\$ 25.98
			Verizon - Sherri Morgan	LVCS	\$ 36.02
			Verizon - Stephanie Stelzriede	LVCS	\$ 25.98
			Verizon - El Roper	LVCS	\$ 25.98
			Verizon - Orbic Hotspot	LVCS	\$ 22.51
			Verizon - Sarah Froud	LVCS	\$ 25.98
			Verizon - Jerad Morgan	LVCS	\$ 25.98
			Verizon - Misty Brussatoi	LVCS	\$ 25.98
			Verizon - Jenavieve Telemontes	LVCS	\$ 51.97
91079 Total					\$ 266.38
91080	7/11/2025	Tri-County Schools Ins Group	052625-062525 TCSIG	LVCS	\$ 73,819.03
			052625-062525 TCSIG-variance to GL	LVCS	\$ (31,569.42)
91080 Total					\$ 42,249.61
91081	7/11/2025	CharterSAFE	25/26 25% Deposit for Package Prem	LVCS	\$ 16,929.50
			25/26 25% Deposit for WC	LVCS	\$ 5,759.00
91081 Total					\$ 22,688.50
91082	7/11/2025	CharterSAFE	Package Premium 25-26 August	LVCS	\$ 5,643.00
91082 Total					\$ 5,643.00
91083	7/11/2025	Heartland Payment Systems	LVC Annual Support - Menu Planning, Records, Site Licenses	LVCS	\$ 1,923.75
91083 Total					\$ 1,923.75
91087	7/25/2025	eDynamic Learning Inc	75 Single Course Enrollment Licenses for 7/5/2024-7/4/2025	LVCS	\$ 1,312.50
91087 Total					\$ 1,312.50
91089	7/25/2025	Forest Office Supplies	Tax	LVCS	\$ 44.40
			Contract 2526 436-965 Susan Dr	LVCS	\$ 492.71
			Contract 2526 436-965 Susan Dr Balance on INVSV009598	LVCS	\$ 0.99
91089 Total					\$ 538.10
91091	7/25/2025	Law Offices of Young, Minney & Corr, LLP	2025 June Legal Services LVC	LVCS	\$ 612.25
91091 Total					\$ 612.25
91097	7/25/2025	3P Learning	Mathseeds	LVCS	\$ 616.00
			Reading Eggs	LVCS	\$ 616.00
91097 Total					\$ 1,232.00

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91101	7/25/2025	Bright Thinker	Student Course Enrollment	LVCS	\$ 1,190.00
			Student Seat License, 1 year	LVCS	\$ 7,500.00
91101 Total					\$ 8,690.00
91106	7/25/2025	Arthur J Gallagher & Co Insurance Broker of CA., Inc	2024-2025 Oregon State Assessment	LVCS	\$ 11.00
			2024-2025 Oregon WC Renewal	LVCS	\$ 490.50
91106 Total					\$ 501.50
91109	7/25/2025	Kelvin Education Inc	Family Pulse Service 2025-26	LVCS	\$ 500.00
91109 Total					\$ 500.00
91112	7/25/2025	Learning Without Tears	Sales Tax	LVCS	\$ 78.73
			Shipping	LVCS	\$ 60.75
			Cursive Handwriting 2025 Student Edition + Student and Teach	LVCS	\$ 378.00
			Cursive Kickoff 2025 Student Edition + Student and Teacher D	LVCS	\$ 202.50
			Cursive Success 2025 Student Edition + Student and Teacher D	LVCS	\$ 202.50
			Shipping and Handling	LVCS	\$ 37.94
			Cursive Handwriting 2025 Edition Teacher's Guide	LVCS	\$ 49.95
			Cursive Success 2025 Edition Teacher's Guide	LVCS	\$ 49.95
			Printing Power 2025 Edition Teacher's Guide	LVCS	\$ 49.95
			Printing Power 2025 Student Edition + Student and Teacher Di	LVCS	\$ 54.00
			Cursive Handwriting 2025 Edition Teacher's Guide, 3rd Grade	LVCS	\$ -
			Cursive Kickoff 2025 Edition Teacher's Guide, 2nd Grade	LVCS	\$ -
			Cursive Success 2025 Edition Teacher's Guide, 4th Grade	LVCS	\$ -
91112 Total					\$ 1,164.27
91113	7/25/2025	Mystery Science Inc.	Mystery Science District Membership 25-26	LVCS	\$ 499.50
91113 Total					\$ 499.50
91116	7/25/2025	Amazon Business- (Punchout)	Shipping Amount	LVCS	\$ 21.40
			Student Edition 2013 (Holt McDougal Environmental Science)	LVCS	\$ 40.76
91116 Total					\$ 62.16
91121	7/25/2025	Thoughtful Learning	Shipping	LVCS	\$ 34.29
			The Writing Spot Buddy Book (Soft Cover)	LVCS	\$ 39.90
			Write Away Skills Book (Grade 2)	LVCS	\$ 63.80
			Write on Course 20-20 Skills Book (Grade 6)	LVCS	\$ 31.90
			Write on Track Skills Book (Grade 3)	LVCS	\$ 79.75
			Write One Skills Book (Grade 1)	LVCS	\$ 127.60
91121 Total					\$ 377.24
ACH-0095	7/25/2025	SAVVAS Learning Company LLC	Tax	LVCS	\$ 581.31
			Myperspectives 2025 Teacher Edition, Grade 10	LVCS	\$ 187.00
			Myperspectives 2025 Teacher Edition, Grade 11	LVCS	\$ 187.00
			Myperspectives 2025 Teacher Edition, Grade 12	LVCS	\$ 187.00

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ACH-0095	7/25/2025	SAVVAS Learning Company	MyPerspectives 2025 Teacher Edition, Grade 6	LVCS	\$ 179.00
			Myperspectives 2025 Teacher Edition, Grade 7	LVCS	\$ 179.00
			Myperspectives 2025 Teacher Edition, Grade 8	LVCS	\$ 179.00
			Myperspectives 2025 Teacher Edition, Grade 9	LVCS	\$ 187.00
			Shipping and Handling	LVCS	\$ 662.04
			MyPerspectives 2025 Hardcover Student Edition, 1 year licens	LVCS	\$ 5,028.00
			MyPerspectives Grammar Workbook, Grade 10	LVCS	\$ 100.00
			MyPerspectives Grammar Workbook, Grade 11	LVCS	\$ 180.00
			MyPerspectives Grammar Workbook, Grade 12	LVCS	\$ 160.00
			MyPerspectives Grammar Workbook, Grade 6	LVCS	\$ 100.00
			MyPerspectives Grammar Workbook, Grade 7	LVCS	\$ 80.00
			MyPerspectives Grammar Workbook, Grade 8	LVCS	\$ 120.00
			MyPerspectives Grammar Workbook, Grade 9	LVCS	\$ 100.00
			SAVVAS Plus Grammar Workbook Answer Key, Grade 10	LVCS	\$ 29.00
			SAVVAS Plus Grammar Workbook Answer Key, Grade 11	LVCS	\$ 29.00
			SAVVAS Plus Grammar Workbook Answer Key, Grade 12	LVCS	\$ 29.00
			SAVVAS Plus Grammar Workbook Answer Key, Grade 6	LVCS	\$ 29.00
			SAVVAS Plus Grammar Workbook Answer Key, Grade 7	LVCS	\$ 29.00
			SAVVAS Plus Grammar Workbook Answer Key, Grade 8	LVCS	\$ 29.00
			SAVVAS Plus Grammar Workbook Answer Key, Grade 9	LVCS	\$ 29.00
ACH-0095 Total					\$ 8,599.35
072324-US Bank CC	7/23/2025	US Bank Credit Card	July US Bank Credit Card Payment	LVCS	\$ 11,211.70
072324-US Bank CC Total					\$ 11,211.70
072525-USDA Doyle	7/25/2025	USDA Rural Development	070125-USDA Loan - Doyle	LVCS	\$ 9,402.00
072525-USDA Doyle Total					\$ 9,402.00
91042	7/1/2025	Nery's Painting	Repainting Exterior Buildings	LVCS	\$ 10,000.00
91042 Total					\$ 10,000.00
91051	7/9/2025	All Season Heating and Air Inc	Tax	LVCS	\$ 31.86
			Diagnostic Service - Pressure test no refrigerant	LVCS	\$ 200.00
			Diagnostic Service Labor & refrigerant	LVCS	\$ 650.00
			Special Discount	LVCS	\$ (20.00)
91051 Total					\$ 861.86
91053	7/9/2025	B.E. Gibbons-Consultants	Repair Watts 009 Backflow Assembly Labor and Parts	LVCS	\$ 238.75
91053 Total					\$ 238.75
91057	7/9/2025	Dell Marketing LP c/o Dell USA LP	Tax	LVCS	\$ 155.11
			Dell Pro Max 14	LVCS	\$ 2,547.32
			Enviro Fee	LVCS	\$ 8.00
91057 Total					\$ 2,710.43

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91058	7/9/2025	Fort Sage Unified School District	24-25 Charter Authorizing LEA Oversight Fee July-June 2025	LVCS	\$ 30,928.00
91058 Total					\$ 30,928.00
91059	7/9/2025	Home Depot Credit Services	Tax	LVCS	\$ 3.47
			Homax 10 oz. Color Changing Water Based Wall Texture	LVCS	\$ 17.98
			Neiko 24in Magnetic Sweeper w/Wheels	LVCS	\$ 61.65
			Milwaukee 12in Nail Puller	LVCS	\$ 44.98
			Magnetic Screwdriver w/ 32 Tamperproof Bits	LVCS	\$ 29.97
91059 Total					\$ 158.05
91062	7/9/2025	Liberty Utilities	Monthly Utilities, 257 Unit 1	LVCS	\$ 56.42
91062 Total					\$ 56.42
91063	7/9/2025	Liberty Utilities	Utilities for 257 Unit 2	LVCS	\$ 107.02
91063 Total					\$ 107.02
91064	7/9/2025	Liberty Utilities	Utilities for 257 Unit 5	LVCS	\$ 113.77
91064 Total					\$ 113.77
91065	7/9/2025	Liberty Utilities	Utilities for 257 Unit 4	LVCS	\$ 167.06
91065 Total					\$ 167.06
91066	7/9/2025	Liberty Utilities	Monthly Utilities, 217 E Sierra	LVCS	\$ 317.30
91066 Total					\$ 317.30
91068	7/9/2025	Morning Glory, Inc.	Food delivery 6/18/25	LVCS	\$ 36.49
91068 Total					\$ 36.49
91069	7/9/2025	Amazon Business-(Punchout)	Tax Amount	LVCS	\$ 27.16
			100 Sets Badge Holders and Metal Clips Clear Horizontal Name	LVCS	\$ 41.96
			300Pcs Metal Badge Clips with Clear PVC Straps, Premium Doub	LVCS	\$ 25.98
			L LIKED 500 Stickers Use by 1 x 2 Inch Dissolvable Labels fo	LVCS	\$ 18.42
			Mifflin-USA Horizontal ID Name Badge Holder (Clear, 3.5x2.25	LVCS	\$ 247.48
			Quat Sanitizer Test Strips for Restaurant Kitchens & Diners,	LVCS	\$ 19.80
			Y.Z.Bros Kitchen Pot Lid Holder Organizer, Rack Cutting Boar	LVCS	\$ 20.99
91069 Total					\$ 401.79
91071	7/9/2025	Randy Riche	Employee Mileage Reimbs - June 27 2025	LVCS	\$ 417.20
			Employee Reimbs - June 24 2025 meals	LVCS	\$ 56.21
91071 Total					\$ 473.41
91072	7/9/2025	Stericycle Inc	Service Location 257 E. Sierra St 05/05/2025	LVCS	\$ 140.08
91072 Total					\$ 140.08
91073	7/9/2025	Silver State International	Tax	LVCS	\$ 36.71
			2021 International CE Bus Maint Labor and Parts DOT Inspecti	LVCS	\$ 1,086.79
91073 Total					\$ 1,123.50
91074	7/9/2025	Silver State International	Tax	LVCS	\$ 99.42
			2021 International CE Bus Maint Labor and Parts Windshield R	LVCS	\$ 1,202.94
91074 Total					\$ 1,302.36

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91075	7/9/2025	Staples eCommerce	CM Staples org PO#1156 Earth-It Wood FRM	LVCS	\$ (239.42)
			Sustainable Earth by Staples 2-Ply Small-Core Toilet Paper,	LVCS	\$ 278.51
			Brighton Professional Foaming Hand Soap Refill for ADX 12 Di	LVCS	\$ 256.38
			CloroxPro Disinfecting Wipes, Fresh Scent, 75 Wipes/Containe	LVCS	\$ 278.76
			Fabuloso Professional All-Purpose Cleaner & Degreaser, Laven	LVCS	\$ 96.70
			Kleenex Professional Standard Facial Tissue, 2-Ply, White, 1	LVCS	\$ 169.61
			Lysol Professional Cleaner Disinfectant Spray, Crisp Linen S	LVCS	\$ 111.73
			Mr. Clean Magic Eraser Original Scrubber, White, 10 Pads/Pac	LVCS	\$ 36.79
			Pilot FriXion Point Erasable Gel Pens, Extra Fine Point, Bla	LVCS	\$ 16.19
			Post-it Pop-up Notes, 3 x 3, Poptimistic Collection, 100 S	LVCS	\$ 13.05
			Post-it Recycled Pop-up Notes, 3 x 3, Sweet Sprinkles Coll	LVCS	\$ 14.49
			Sustainable Earth by Staples Recycled Hardwound Paper Towels	LVCS	\$ 463.90
			TRU RED 8.5 x 11 Copy Paper, 20 lbs., 92 Brightness, 500 S	LVCS	\$ 592.88
			Naturelle Tampons and Pads, 100/Carton (25160273)	LVCS	\$ 166.40
91075 Total					\$ 2,255.97
91076	7/9/2025	State of California, Food	USDA Food Delivery Doyle 4/21/25	LVCS	\$ 83.85
		Distribution Program			
91076 Total					\$ 83.85
91077	7/9/2025	Uline, Inc.	Tax	LVCS	\$ 188.61
			Sales Tax	LVCS	\$ 96.79
			Shipping	LVCS	\$ 107.65
			Handheld Slot Punch	LVCS	\$ 79.00
			Replacement Color Ribbon for Zebra ZC300 Card Printer	LVCS	\$ 900.00
			Zebra Blank ID Cards	LVCS	\$ 356.00
			Zebra ZC300 ID Card Printer	LVCS	\$ 2,600.00
91077 Total					\$ 4,328.05
91084	7/25/2025	AmeriGas	Service location 257 E Sierra ST Unit D	LVCS	\$ 13.93
			Service location 257 E Sierra ST Unit A	LVCS	\$ 22.88
			Service location 257 E Sierra ST #B	LVCS	\$ 40.12
			Service location 257 E Sierra ST Unit C	LVCS	\$ 13.93
91084 Total					\$ 90.86
91085	7/25/2025	AT&T	Monthly phone Statment 9391080288	LVCS	\$ 73.55
91085 Total					\$ 73.55
91086	7/25/2025	C&S Waste Solutions of Lassen County	Service Location 436 965 Susan Dr 2024-25 June	LVCS	\$ 177.86
91086 Total					\$ 177.86
91088	7/25/2025	FGL Environmental	Coliform - Colilert-P & Materials/Disposa/Sampling Fee Sampl	LVCS	\$ 54.00
91088 Total					\$ 54.00
91090	7/25/2025	Intermountain Disposal, Inc. Portola Division	Disposal service for Portola	LVCS	\$ 117.92
91090 Total					\$ 117.92

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91093	7/25/2025	Plumas-Sierra Rural Electric Cooperative	Electrical Service location 436-965 Susan Drive June 2025	LVCS	\$ 2,495.54
91093 Total					\$ 2,495.54
91094	7/25/2025	Plumas-Sierra Telecommunications	257 E Sierra Ave (Admin) - 59549	LVCS	\$ 10.90
			257 E Sierra St (School) - 57298	LVCS	\$ 236.50
			436-965 Susan Dr - 57917	LVCS	\$ 138.42
91094 Total					\$ 385.82
91095	7/25/2025	Richard Fish	Landscape Maintenance for Portola	LVCS	\$ 425.00
91095 Total					\$ 425.00
91096	7/25/2025	Tom Hammond Inc.	Fuel - Regular Expanded Learning	LVCS	\$ 356.12
91096 Total					\$ 356.12
91099	7/25/2025	Barco Products, LLC	Tax	LVCS	\$ 460.02
			BP10CODE Discount	LVCS	\$ (714.00)
			Liftgate Fees	LVCS	\$ 90.00
			Plastic Hex Table, 46, Red/Black Frame	LVCS	\$ 7,050.00
91099 Total					\$ 6,886.02
91100	7/25/2025	Beckett Drilling	3 HP Pump and Motor Replacement	LVCS	\$ 6,248.00
91100 Total					\$ 6,248.00
91103	7/25/2025	Canon Financial Service, Inc c/o Operational Accounting	Monthly Contract Base 601848-1	LVCS	\$ 173.51
			Monthly Contract Base Insurance Charge and Fees	LVCS	\$ 15.69
91103 Total					\$ 189.20
91104	7/25/2025	Discount Playground Supply	Shipping	LVCS	\$ 725.00
			12 Plastic Border with Steel Spike	LVCS	\$ 1,927.28
91104 Total					\$ 2,652.28
91105	7/25/2025	FGL Environmental	Coliform - Colilert-P & Materials/Disposa/Sampling Fee Sampl	LVCS	\$ 54.00
91105 Total					\$ 54.00
91107	7/25/2025	Generation Genius, Inc.	1 School License-Science Only, 1 year	LVCS	\$ 1,395.00
91107 Total					\$ 1,395.00
91108	7/25/2025	James Merzon	257 East Sierra CAM 24-25 City of Portola 80% common area	LVCS	\$ 67.40
			257 East Sierra CAM 24-25 Insurance	LVCS	\$ 206.07
			257 East Sierra CAM 24-25 Liberty Electric 80% Unit 3/common	LVCS	\$ 33.00
			257 East Sierra CAM 24-25 Prop Tax	LVCS	\$ 309.84
			257 East Sierra Rents 2025	LVCS	\$ 3,176.46
			257 East Sierra Rents Aug 2025	LVCS	\$ -
91108 Total					\$ 3,792.77
91115	7/25/2025	Plumas-Sierra Telecommunications	Telecom Dial Up Internet	LVCS	\$ 25.00

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91115 Total					\$ 25.00
91117	7/25/2025	Renaissance Learning	Accelerated Reader Subscription	LVCS	\$ 1,225.50
			Annual All Product Renaissance Platform	LVCS	\$ 750.00
91117 Total					\$ 1,975.50
91118	7/25/2025	Sean Bitle	Landscape Maintenance June 2025	LVCS	\$ 3,000.00
91118 Total					\$ 3,000.00
91120	7/25/2025	Susanville Sanitary District	Sewer Service 995 Paiute In	LVCS	\$ 68.44
91120 Total					\$ 68.44
91122	7/25/2025	UBEO Business Service	Tax	LVCS	\$ 3.08
			Doyle Copy Room Base rate -IR 8786 Base	LVCS	\$ 125.00
91122 Total					\$ 128.08
91123	7/25/2025	Uplift Upholstery LLC	Labor	LVCS	\$ 2,200.26
			Materials	LVCS	\$ 705.65
91123 Total					\$ 2,905.91
91124	7/25/2025	William H. Sadlier, Inc	Tax	LVCS	\$ 11.08
			Shipping	LVCS	\$ 15.74
			Handling/Activation Fee	LVCS	\$ 5.95
			PiM FounAlg SE PracBk Gr8	LVCS	\$ 31.58
			PiM FounAlg SE SrcBk Gr8	LVCS	\$ 99.58
91124 Total					\$ 163.93
Grand Total					\$ 225,460.12

Long Valley - Thompson Peak
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Check Number	Check Date	Payee	Reason	School	Total
071525-Bank Fee	7/15/2025	US Bank	July 2025 Bank Activity	Thompson Peak LVCS-Susanville	\$ 45.30
071525-Bank Fee Total					\$ 45.30
072425-USDA Susa	7/24/2025	USDA Rural Development	072425-USDA Susanville	Thompson Peak LVCS-Susanville	\$ 4,296.00
072425-USDA Susanvil Total					\$ 4,296.00
072925-Stamps	7/29/2025	AUCTANE Inc	072925-Stamps.com	Thompson Peak LVCS-Susanville	\$ 125.00
072925-Stamps Total					\$ 125.00
91049	7/7/2025	ReliaStar Life Insurance Company	052625-062524 Vol Life Ins	Thompson Peak LVCS-Susanville	\$ 248.86
91049 Total					\$ 248.86
91052	7/9/2025	Beach Cities Learning, LLC	Mental Health Service May 2025	Thompson Peak LVCS-Susanville	\$ 3,750.00
91052 Total					\$ 3,750.00
91054	7/9/2025	City of Susanville	995 Paiute Lane Gas & Water Service	Thompson Peak LVCS-Susanville	\$ 52.10
91054 Total					\$ 52.10
91055	7/9/2025	City of Susanville	995 Paiute Lane Gas & Water Service	Thompson Peak LVCS-Susanville	\$ 162.66
91055 Total					\$ 162.66
91056	7/9/2025	COMPanion Corporation	Alexandria- Susanville Site	Thompson Peak LVCS-Susanville	\$ 1,064.00
91056 Total					\$ 1,064.00
91060	7/9/2025	Kaitlyn Thorne	Employee Reimbs June 2025 Phone bill reimb	Thompson Peak LVCS-Susanville	\$ 61.33
			Employee Mileage Reimbs June 2025	Thompson Peak LVCS-Susanville	\$ 115.92
91060 Total					\$ 177.25
91067	7/9/2025	McRuffy Press, LLC	Kindergarten SE Phonics and Reading Workbook 1-Coil Bound	Thompson Peak LVCS-Susanville	\$ 179.75
			Kindergarten SE Phonics and Reading Workbook 2-Coil Bound	Thompson Peak LVCS-Susanville	\$ 179.75
91067 Total					\$ 359.50
91070	7/9/2025	Rainbow Resources	Tax	Thompson Peak LVCS-Susanville	\$ 112.72
			Plaid Phonics Student Level A	Thompson Peak LVCS-Susanville	\$ 149.50
			Plaid Phonics Student Level B	Thompson Peak LVCS-Susanville	\$ 149.50
			Plaid Phonics Student Level C	Thompson Peak LVCS-Susanville	\$ 74.75
			Plaid Phonics Student Level D	Thompson Peak LVCS-Susanville	\$ 219.50
			Plaid Phonics Student Level E	Thompson Peak LVCS-Susanville	\$ 329.25
			Plaid Phonics Student Level F	Thompson Peak LVCS-Susanville	\$ 219.50
			Plaid Phonics Student Level K	Thompson Peak LVCS-Susanville	\$ 224.25
			Shipping	Thompson Peak LVCS-Susanville	\$ 54.65
91070 Total					\$ 1,533.62
91078	7/9/2025	Verizon Wireless	Verizon - Wireless Phone Service Hot Spots 542362909-00002	Thompson Peak LVCS-Susanville	\$ 289.35
91078 Total					\$ 289.35
91079	7/9/2025	Verizon Wireless	Verizon - Kelly Wynn	Thompson Peak LVCS-Susanville	\$ 25.98
			Verizon - Sherri Morgan	Thompson Peak LVCS-Susanville	\$ 36.02
			Verizon - Stephanie Stelzriede		\$ 25.98
			Verizon - El Roper	Thompson Peak LVCS-Susanville	\$ 25.98
			Verizon - Orbic Hotspot	Thompson Peak LVCS-Susanville	\$ 22.58
			Verizon - Sarah Froud	Thompson Peak LVCS-Susanville	\$ 25.98
			Verizon - Jerad Morgan	Thompson Peak LVCS-Susanville	\$ 25.98
			Verizon - Misty Brussatoi	Thompson Peak LVCS-Susanville	\$ 25.98
91079 Total					\$ 214.48
91080	7/11/2025	Tri-County Schools Ins Group	052625-062525 TCSIG	Thompson Peak LVCS-Susanville	\$ 45,578.71
91080 Total					\$ 45,578.71
91081	7/11/2025	CharterSAFE	25/26 25% Deposit for Package Prem	Thompson Peak LVCS-Susanville	\$ 16,929.50
			25/26 25% Deposit for WC	Thompson Peak LVCS-Susanville	\$ 5,759.00
91081 Total					\$ 22,688.50

Long Valley - Thompson Peak
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Check Number	Check Date	Payee	Reason	School	Total
91082	7/11/2025	CharterSAFE	Package Premium 25-26 August	Thompson Peak LVCS-Susanville	\$ 5,643.00
91082 Total					\$ 5,643.00
91083	7/11/2025	Heartland Payment Systems	TPC Annual Support - Menu Planning, Records, Site Licenses	Thompson Peak LVCS-Susanville	\$ 641.25
91083 Total					\$ 641.25
91087	7/25/2025	eDynamic Learning Inc	75 Single Course Enrollment Licenses for 7/5/2024-7/4/2025	Thompson Peak LVCS-Susanville	\$ 1,312.50
91087 Total					\$ 1,312.50
91089	7/25/2025	Forest Office Supplies	Tax	Thompson Peak LVCS-Susanville	\$ 12.58
			Contract Base Service 995 Paiute In Unit 0536	Thompson Peak LVCS-Susanville	\$ 95.00
			Contract Base Service 995 Paiute In Unit 0542	Thompson Peak LVCS-Susanville	\$ 95.00
			Overage Service 995 Paiute In Unit 0536	Thompson Peak LVCS-Susanville	\$ 28.91
			Overage Service 995 Paiute In Unit 0542	Thompson Peak LVCS-Susanville	\$ 35.21
91089 Total					\$ 266.70
91091	7/25/2025	Law Offices of Young, Minney & Corr, LLP	2025 June Legal Services LVC	Thompson Peak LVCS-Susanville	\$ 612.25
91091 Total					\$ 612.25
91092	7/25/2025	LEAF	Tax	Thompson Peak LVCS-Susanville	\$ 18.68
			2 Kyocere 4053ci Copier	Thompson Peak LVCS-Susanville	\$ 257.59
			2 Kyocere 4053ci Copier Insurance	Thompson Peak LVCS-Susanville	\$ 17.53
91092 Total					\$ 293.80
91097	7/25/2025	3P Learning	Mathseeds	Thompson Peak LVCS-Susanville	\$ 209.00
			Reading Eggs	Thompson Peak LVCS-Susanville	\$ 209.00
91097 Total					\$ 418.00
91098	7/25/2025	Advanced Comfort Control Inc.	Install 2 new 20A Circuits for new refrigeration. Freezer	Thompson Peak LVCS-Susanville	\$ 1,259.92
91098 Total					\$ 1,259.92
91101	7/25/2025	Bright Thinker	Student Course Enrollment	Thompson Peak LVCS-Susanville	\$ 560.00
			Student Seat License, 1 year	Thompson Peak LVCS-Susanville	\$ 3,750.00
91101 Total					\$ 4,310.00
91102	7/25/2025	C&S Waste Solutions of Lassen County	Service Location 995 Paiute Ln 2025-26 July	Thompson Peak LVCS-Susanville	\$ 249.72
91102 Total					\$ 249.72
91106	7/25/2025	Arthur J Gallagher & Co Insurance Broker of CA., Inc	2024-2025 Oregon State Assessment	Thompson Peak LVCS-Susanville	\$ 11.00
			2024-2025 Oregon WC Renewal	Thompson Peak LVCS-Susanville	\$ 490.50
91106 Total					\$ 501.50
91109	7/25/2025	Kelvin Education Inc	Family Pulse Service 2025-26	Thompson Peak LVCS-Susanville	\$ 500.00
91109 Total					\$ 500.00
91110	7/25/2025	Lassen Municipal Utility District	Electric - 438132 Municipal Utility 955 Paiute Ln	Thompson Peak LVCS-Susanville	\$ 72.06
91110 Total					\$ 72.06
91111	7/25/2025	Lassen Municipal Utility District	Electric Municipal Utility 415072 955 Paiute Ln	Thompson Peak LVCS-Susanville	\$ 983.19
91111 Total					\$ 983.19
91112	7/25/2025	Learning Without Tears	Sales Tax	Thompson Peak LVCS-Susanville	\$ 85.81
			Shipping	Thompson Peak LVCS-Susanville	\$ 94.50
			Can Do Cursive 2025 Student Edition + Student and Teacher Di	Thompson Peak LVCS-Susanville	\$ 67.50
			Cursive and Beyond 2025 Student Edition + Student and Teacher	Thompson Peak LVCS-Susanville	\$ 135.00
			Cursive Handwriting 2025 Student Edition + Student and Teach	Thompson Peak LVCS-Susanville	\$ 135.00
			Cursive Kickoff 2025 Student Edition + Student and Teacher D	Thompson Peak LVCS-Susanville	\$ 67.50
			Cursive Success 2025 Student Edition + Student and Teacher D	Thompson Peak LVCS-Susanville	\$ 135.00

Long Valley - Thompson Peak
WARRANT REGISTER: July 2025

Check Number	Check Date	Payee	Reason	School	Total
91112	45863	Learning Without Tears	Letters and Numbers for Me 2025 Student Edition + Student an	Thompson Peak LVCS-Susanville	\$ 270.00
			My Printing Book 2025 Student Edition + Student and Teacher	Thompson Peak LVCS-Susanville	\$ 135.00
91112 Total					\$ 1,125.31
91113	7/25/2025	Mystery Science Inc.	Mystery Science District Membership 25-26	Thompson Peak LVCS-Susanville	\$ 499.50
91113 Total					\$ 499.50
91114	7/25/2025	Noeo Science	Sales Tax	Thompson Peak LVCS-Susanville	\$ 45.21
			Shipping	Thompson Peak LVCS-Susanville	\$ 36.49
			Chemistry 3 (Charter Edition)	Thompson Peak LVCS-Susanville	\$ 548.00
91114 Total					\$ 629.70
91116	7/25/2025	Amazon Business-(Punchout)	Tax Amount	Thompson Peak LVCS-Susanville	\$ 27.04
			Shipping Amount	Thompson Peak LVCS-Susanville	\$ 3.99
			Common Core Mathematics Workbook For Grade 8: Step-By-Step G	Thompson Peak LVCS-Susanville	\$ 15.99
			Story of the World, Vol. 4 Bundle, Revised Edition: The Mode	Thompson Peak LVCS-Susanville	\$ 74.85
			The Vocabulary Workbook for 8th Grade: Weekly Activities to	Thompson Peak LVCS-Susanville	\$ 7.89
			Grade 7 Pre-Algebra: The Ultimate Step by Step Guide to Acin	Thompson Peak LVCS-Susanville	\$ 19.99
			Story of the World, Vol. 3 Bundle, Revised Edition: Early Mo	Thompson Peak LVCS-Susanville	\$ 81.85
			The Vocabulary Workbook for 7th Grade: Weekly Activities to	Thompson Peak LVCS-Susanville	\$ 6.34
			Racial and Ethnic Groups -- Revel + Print Combo Access Code	Thompson Peak LVCS-Susanville	\$ 116.90
91116 Total					\$ 354.84
91119	7/25/2025	Solutions TechNType Inc.	Typesy Student Licenses	Thompson Peak LVCS-Susanville	\$ 216.00
91119 Total					\$ 216.00
91121	7/25/2025	Thoughtful Learning	Shipping	Thompson Peak LVCS-Susanville	\$ 73.29
			Write Ahead Skillsbook Level 9	Thompson Peak LVCS-Susanville	\$ 79.75
			Write Away Skillsbook Level 2	Thompson Peak LVCS-Susanville	\$ 159.50
			Write Away Student Edition (Soft Cover)	Thompson Peak LVCS-Susanville	\$ 74.85
			Write on Track Skillsbook Level 3	Thompson Peak LVCS-Susanville	\$ 79.75
			Writers Express Skillsbook Level 4	Thompson Peak LVCS-Susanville	\$ 79.75
			Writers Express Skillsbook Level 5	Thompson Peak LVCS-Susanville	\$ 159.50
			Writing Spot Buddy Book (Soft Cover)	Thompson Peak LVCS-Susanville	\$ 99.75
91121 Total					\$ 806.14
ACH-0095	7/25/2025	SAVVAS Learning Company LLC	Tax	Thompson Peak LVCS-Susanville	\$ 1,898.14
			Myperspectives 2025 Grammar Workbook, Grade 10	Thompson Peak LVCS-Susanville	\$ 460.00
			Myperspectives 2025 Grammar Workbook, Grade 11	Thompson Peak LVCS-Susanville	\$ 500.00
			Myperspectives 2025 Grammar Workbook, Grade 12	Thompson Peak LVCS-Susanville	\$ 380.00
			Myperspectives 2025 Grammar Workbook, Grade 6	Thompson Peak LVCS-Susanville	\$ 260.00
			Myperspectives 2025 Grammar Workbook, Grade 7	Thompson Peak LVCS-Susanville	\$ 440.00
			Myperspectives 2025 Grammar Workbook, Grade 8	Thompson Peak LVCS-Susanville	\$ 440.00
			Myperspectives 2025 Grammar Workbook, Grade 9	Thompson Peak LVCS-Susanville	\$ 340.00
			Myperspectives 2025 Hardcover Student Edition + 1 year licen	Thompson Peak LVCS-Susanville	\$ 16,800.00
			Myperspectives 2025 Teacher Edition, Grade 10	Thompson Peak LVCS-Susanville	\$ 187.00
			Myperspectives 2025 Teacher Edition, Grade 11	Thompson Peak LVCS-Susanville	\$ 187.00
			Myperspectives 2025 Teacher Edition, Grade 12	Thompson Peak LVCS-Susanville	\$ 187.00
			Myperspectives 2025 Teacher Edition, Grade 6	Thompson Peak LVCS-Susanville	\$ 179.00
			Myperspectives 2025 Teacher Edition, Grade 7	Thompson Peak LVCS-Susanville	\$ 179.00
			Myperspectives 2025 Teacher Edition, Grade 8	Thompson Peak LVCS-Susanville	\$ 179.00
			Myperspectives 2025 Teacher Edition, Grade 9	Thompson Peak LVCS-Susanville	\$ 187.00
			SAVVAS Plus Grammar Workbook Answer Key Grade 10	Thompson Peak LVCS-Susanville	\$ 29.00
			SAVVAS Plus Grammar Workbook Answer Key Grade 11	Thompson Peak LVCS-Susanville	\$ 29.00
			SAVVAS Plus Grammar Workbook Answer Key Grade 12	Thompson Peak LVCS-Susanville	\$ 29.00

Long Valley - Thompson Peak
WARRANT REGISTER: July 2025

Check Number	Check Date	Payee	Reason	School	Total
ACH-0095	45863	SAVVAS Learning Company LLC	SAVVAS Plus Grammar Workbook Answer Key Grade 6	Thompson Peak LVCS-Susanville	\$ 29.00
			SAVVAS Plus Grammar Workbook Answer Key Grade 7	Thompson Peak LVCS-Susanville	\$ 29.00
			SAVVAS Plus Grammar Workbook Answer Key Grade 8	Thompson Peak LVCS-Susanville	\$ 29.00
			SAVVAS Plus Grammar Workbook Answer Key Grade 9	Thompson Peak LVCS-Susanville	\$ 29.00
			Shipping and Handling	Thompson Peak LVCS-Susanville	\$ 1,899.72
ACH-0095 Total					\$ 24,905.86
Grand Total					\$ 126,186.57

Grade	ELA	Math	Science	Social Studies	Core Online	Social & Emotional Learning (SEL)	Supplemental	RtI
TK	McRuffy	McRuffy	My First Studies Weekly	My First Studies Weekly	N/A	Leader in Me	Reading Eggs, Math Seeds	Read Naturally, IReady Toolbox
Kindergarten	Multitudes Dyslexia Screener; McRuffy, The Writing Spot Buddy Book, Magnetic Reading Foundations	Sadlier, McRuffy	Mystery Science, Studies Weekly, Generation Genius	Studies Weekly	Bright Thinker	Leader in Me	Reading Eggs, Math Seeds, Common Core Standards Plus, Explode the Code, LFO Scholastic News, Scholastic Science Spin	Read Naturally, IReady Toolbox, Standards Plus Math Intervention
1st	Multitudes Dyslexia Screener; McRuffy, Magnetic Reading Foundations, Write One, Write One SkillsBook, Plaid Phonics Level A, Handwriting Without Tears	Sadlier	Mystery Science, Studies Weekly, Generation Genius	Studies Weekly	Bright Thinker	Leader in Me	Reading Eggs, Math Seeds, Common Core Standards Plus, Explode the Code, Scholastic News 1	Read Naturally, IReady Toolbox, Standards Plus Math Intervention
2nd	Multitudes Dyslexia Screener; Plaid Phonics, Ready Common Core Reading, Magnetic Reading Foundations, Write Away, Write Away SkillsBook, Plaid Phonics Level B; Ready Writing, Handwriting Without Tears	Sadlier	Mystery Science, Studies Weekly, Generation Genius	Studies Weekly	Bright Thinker	Leader in Me	Reading Eggs, Math Seeds, Jump Math, Common Core Standards Plus, Explode the Code, Scholastic News 2	Read Naturally, IReady Toolbox, Standards Plus Math Intervention
3rd	Plaid Phonics, IReady Phonics for Reading, Ready Common Core Reading, Magnetic Reading, Write on Track, Write on Track SkillsBook, Plaid Phonics Level C; Ready Writing, Handwriting Without Tears	Sadlier, Ready Math	Mystery Science, Studies Weekly, Generation Genius	Studies Weekly	Bright Thinker	Leader in Me	Common Core Standards Plus, Math Seeds, Read Naturally, Khan Academy, Jump Math, Scholastic SuperStem, Scholastic News 3	Read Naturally, IReady Toolbox, , Standards Plus Math Intervention
4th	IReady Phonics for Reading, Ready Common Core Reading, Magentic Reading, Writers Express, Writers Express SkillsBook, Plaid Phonics D, Ready Writing, Handwriting Without Tears	Sadlier, Ready Math	Mystery Science, Studies Weekly, Generation Genius	Studies Weekly	Bright Thinker	Leader in Me	Common Core Standards Plus, Read Naturally, Khan Academy, Jump Math, Scholastic SuperStem, Scholastic News 4	Read Naturally, IReady Toolbox, Standards Plus Math Intervention

5th	IReady Phonics for Reading, Ready Common Core Reading, Writers Express, Writers Express SkillsBook, Ready Writing, Handwriting Without Tears	Sadlier, Ready Math	Mystery Science, Studies Weekly, Generation Genius	Studies Weekly	Bright Thinker	Leader in Me	Common Core Standards Plus, Read Naturally, Khan Academy, Jump Math, Scholastic SuperStem, Scholastic News 5/6	Read Naturally, IReady Toolbox, Standards Plus Math Intervention	
6th									
	Saavas My Perspectives, Ready Common Core Reading, Write on Course (soft cover), All Write SkillsBook, Handwriting Without Tears	Sadlier	Studies Weekly, Generation Genius	Studies Weekly	Bright Thinker	Leader in Me	Common Core Standards Plus, Read Naturally, Khan Academy, Jump Math, Scholastic SuperStem, Junior Scholastic, Scholastic Science World	Read Naturally, IReady Toolbox, Standards Plus Math Intervention	
7th									
	Saavas My Perspectives, Ready Common Core Reading, Write on Course, All Write SkillsBook	Sadlier Fundamentals of Algebra	Generation Genius, Sepup Science	Studies Weekly	Bright Thinker	Leader in Me	Khan Academy, Common Core Standards Plus, Junior Scholastic, Scholastic Science World	Read Naturally, IReady Toolbox, Standards Plus Math Intervention	
8th									
	Saavas My Perspectives, Ready Common Core Reading, Write on Course, All Write SkillsBook	Sadlier Foundations of Algebra	Generation Genius, Sepup Science	HMH US History, Studies Weekly	Bright Thinker	Leader in Me	Khan Academy, CC Standards Plus, Scholastic News, Junior Scholastic, Scholastic Science World	Read Naturally, IReady Toolbox, Standards Plus Math Intervention	
9th-12th									
	*Bright Thinker - English I, II, III, IV; *UC Scout English 9, 10, 11, 12	*Bright Thinker - Algebra I, Geometry, Algebra II, Math Models, Precalculus, Personal Finance; *UC Scout Integrated Math I, II, III	*Bright Thinker - Biology, Integrated Physics and Chemistry, Chemistry, Physics, Aquatic Science, Environmental Science, Astronomy (Non-A-G); UC Scout Environmental Science	*Bright Thinker - World Geography, World History, U.S. History, Economics, U.S. Government; UC Scout U.S. & World History	*Bright Thinker	Leader in Me	Khan Academy, Scholastic Upfront, Scholastic Choices	Read Naturally, IReady Toolbox	
		Saavas My Perspectives, *English Project-based Learning Courses I-IV, Write Ahead, Write Ahead SkillsBook, Write for College	*EnVision Geometry, Aglebra 1 and 2, EnVision Integrated I, II, III; Edynamics Personal Finance	*HMH- Earth and Space Science, *Biology, *Chemistry, Physics; Holt McDougal - Enviornmental Science; *Life Science Project-based Learning Course	*HMH- World, American, Econ, Government, Geography				Rosetta Stone Foreign Language; UC Scout Spanish I, II, III, French I, II
			*The AGA model is being discontinued and may only be used for students in grades 10-12 that have used this model. All other students must utilize Integrated Mathematics.						
*A-G Approved									

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: Consent: D Accept Donation

SUMMARY:

T3TR Logistics is a freight delivery company based in Sacramento. They deliver to the base in Herlong and work with one of our parents on the base. The company's owner wanted to donate \$500 to her child's school for the purpose of sports or classroom supplies. This amount is being used for classroom supplies.

Our action today is to accept the donation.

Recommended by:

☒ Approve as Presented ☐ Disapprove

This action item concerns:

- ☒ Long Valley School
- ☐ Thompson Peak Charter

LONG VALLEY CHARTER SCHOOL
Executive Director's Report
August 2025

ENROLLMENT

Enrollment in Independent Study is ongoing and not yet updated in the school information system. Student numbers will be presented in September.

OPEN STAFF POSITIONS (2025-26)

- | | |
|--------------------------------|-------------------------------------------------------|
| >Substitute & Electives (AG) | >Full-time Mental Health Therapist (shared with both) |
| >Classroom Teacher (Grade 6/7) | >Full-time Teacher for Portola |
| >Career & College Counselor | >Full-time Certified Wellness Coach for TPC |

Staffing News

>In Doyle, Mrs. B and Mrs. Talamantes are sharing the teaching duties for the grades 6/7 classroom until we identify a qualified candidate.

>Mrs. VonTour has accepted a PT position as the Assistant Principal as her special education roster was smaller than expected and she expressed interest in the administrative opportunity.

>Portola's special education roster has greatly increased; as a result, we will utilize online services to support the students in that location.

>We are hopeful about potential candidates interviewing for the Certified Wellness Coach at TPC & a new Career & College Counselor!

ADULT EDUCATION

You will note there is an action item to remove the Adult Education Policy. We have been supporting adult education under the program authorized by Lassen County Office of Education. Due to reductions in their funding, LCOE notified us that they were no longer going to offer adult education through our school, instead managing all students and teachers directly.

DISCARDS

A list of discarded equipment is attached to this report. Note: many of the computers are being discarded as they will not support the latest version of Windows and cannot remain in use due to security requirements.

Brand	Model	Alexadria	Desk/Lap
HP		8300 3100715	D
HP		8300 3100705	D
HP		8300 3100706	D
HP		8300 3100703	D
HP		8300 3100707	D
HP		8300 3100709	D
HP		8300 3100712	D
Dell	optiflex 7050		D
Dell		3520 2401299	L
Dell		3520 2401291	L
Dell		3520 2401311	L
Dell		3520 2401307	L
Dell		3520 2401301	L
Dell		3520 2401297	L
Dell		3520 2401337	L
Dell		3520 2401343	L
Dell		3520 2401294	L
Dell		3520 2401303	L
Dell		3520 2401338	L
Dell		3520 2401295	L
Dell		3520 2401296	L
Dell		3520 2401340	L
Dell		3520 2401313	L
Dell		3520 2401302	L
Dell		3520 2401290	L
Dell		3520 2401292	L
Dell		3520 2401298	L
Dell		3520 2401315	L
Dell		3520 2401310	L
Dell		3520 2401308	L
Dell		3520 2401289	L
Microsoft	surface pro	2400617	
Microsoft	surface pro	2400620	
Microsoft	surface pro	2400619	
Microsoft	Surface Laptop	2303221	
Microsoft	surface pro	2400615	

Textbook Discard Log										
ISBN	Title	Publisher	Year	Alexandria Copy #	Removed from Alexandria			# of Copies	Discard	
					YES	NO	DATE		YES	NO
9780835935838	Basic Mathematics (The Pacemaker Curriculum: Careers)	Globe Fearon Co	2001	1500185		X	6/13/2025			
9781453108888	Inquire: Teacher's Guide to the Student Handbook for 21st Century Learning (Grades 9-12)	Robert King; Christopher Erickson; JanaeSebranek	2012	2302889 2302890		X	6/13/2025	2		
9781453108864	Inquire - A Student Handbook for 21st Century Learning - Elementary Edition (Grades 4-5)	Robert King; Christopher Erickson; JanaeSebranek	2013	2302802, 2302808, 2302801, 2302809, 2302807, 2302805, 2302804, 2302806, 2302803, 2302800.		X	6/13/2025	10		
9781453108871	INQUIRE: A Student Handbook for 21st Century Learning	Robert King; Christopher Erickson; JanaeSebranek	2012	2303406, 2303399, 2303403, 2303401, 2303405, 2303402, 2303404, 2303398, 2303397, 2303400.		X	6/13/2025	10		
9780544206991	CA Algebra 1 Student Interactive Worktext	Houghton Mifflin Harcourt	2015	230547		X	6/13/2025	1		
9780030511233	Holt Health	Holt Rinehart Winston	1998	2300155		X	6/13/2025	1		
9780785418627	Ags LIFE SKILLS HEALTH TEACHER'S EDITION	American Guidance Service	2005	2300136		X	6/13/2025	1		
9780312077167	The Best of James Herriot	St. Martins	1981	230651		X	6/13/2025	1		
9781508182177	Real-World Projects to Explore the Cold War (Project-Based Learning in Social Studies)	Rosen Central	2018	2303589, 2303588 2303587, 2303591		X	6/13/2025	4		
9781643831466	Amplify Ela, Grade 8,	Amplify	2021	N/A		X	6/13/2025	1		
9781419098406	Grammar and Writing Student Textbook Grade 5	SAXON	2009	N/A		X	6/13/2025	1		
9780078239908	Science Voyages 7th Grade Life Science California Edition Teacher Edition	Glencoe McGraw Hill	1999	N/A		X	6/13/2025	1		
9780769638652	Reading: Grade 5	Spectrum	2006	N/A		X	6/13/2025	1		
9780761118268	1,000 Playthinks: Puzzles, Paradoxes, Illusions & Games	Workman Publishing Company	2001	N/A		X	6/13/2025	1		
9780078660894	Physical iScience, Grade 8, Reading Essentials, Student Edition	Glencoe McGraw/Hill	2004	N/A		X	6/13/2025	1		
9781585611027	English Made Easy (Shurley English, Level 6)	Shurley Instructional Materials. Inc.	2006	N/A		X	6/13/2025	1		
9781457304736	pringBoard, English Language Arts, Grade 10, Teacher Edition, California Edition	The College Board	2017	N/A		X	6/13/2025	1		
9781457304682	SpringBoard, English Language Arts, Senior English, Consumable Student Edition, California Edition	The College Board	2017	N/A		X	6/13/2025	1		
9780078239779	Science Voyages 8th Grade Earth And Life Sciences California Edition Teacher Edition	Glencoe McGraw Hill	2001	N/A		X	6/13/2025	1		
9780385314671	What Your Sixth Grader Needs to Know: Fundamentals of a Good Sixth-Grade Education (Core Knowledge Series : Resource Books for Grades One Through Six,)	Delta	1995	N/A		X	6/13/2025	1		
9781328914903	Grade 8 2020 (Science Dimensions) TE	Houghton Mifflin School	2018	N/A		X	6/13/2025	1		

LVCS Vehicle Information

8/15/25

LOCATION	Placed in Service	Mileage at Time of Purchase	YEAR	MAKE	MODEL	CURRENT MILEAGE	Miles per Year (approx.)	VIN #
Portola	7/31/2025	16,125	2024	Toyota	Highlander	16,885	N/A	5TDKDRBH1RS542769
Portola	5/2021	8,183	2019	Dodge	Ram/1500 Classic SLT	42,819	7,836	1C6RR7GG9KS683047
Doyle	9/2015	11	2015	Dodge	Caravan (Gold)	74,174	7,416	2C4RDGBG1FR749791
Doyle	8/2016	6	2016	Dodge	Caravan (RED)	72,386	8,042	2C4RDGBG4GR152717
Susanville	9/2015	8	2015	Dodge	Caravan (RED)	98,192	9,818	2C4RDGBG7FR737807
Susanville	7/2023	27,745	2020	Subaru	Ascent	34,514	3,254	454WMACD3L3446886

LVCS Quarterly Vehicle Update

QUARTER DATES:4/1/25-8/15/25

SCHOOL	VEHICLE	REGULAR USE	QUARTER MILES	QUARTER MAINTENANCE
Portola	2024 Toyota Highlander	Field trips, Staff and student transportation	N/A	Purchased on 7/31/25
Portola	2019 Dodge Ram	Field trips, staff and student transportation	3,378	Removed studded tires 4-24-25 Oil change and annual check 7-16-25 Clean Image Mobile Detailing 7-23-25
Portola	2014 Honda Pilot	Field Trips, staff and student transportation	2,884	Studded tires removed 4-24-25 Oil change and annual check 7-22-25 Clean Image Mobile Detailing 7-23-25 TRADED IN 7-31-25
Doyle	2016 Dodge Caravan Red	Sports, staff and student transportation	2,771	Studded tires removed 4-23-25 Clean Image Mobile Detailing 7-21-25 Oil change and annual check 7-29-25
Doyle	2015 Dodge Caravan Gold	Staff, daily student transportation and Sports	2,670	Studded tires removed 4-24-25 Clean Image Mobile Detailing 7-21-25

				Oil Change and annual check 7-25-25 Les Schwab – small hole in left front tire repaired 7-28-25
TPC	2015 Dodge Caravan	Field trips, staff and student transportation	2,860	Studded tires removed 4-24-25 Clean Image Mobile Detailing Oil Change and annual check 7-17-25 Clean Image Mobile Detailing 7-22-25
TPC	2020 Subaru Ascent	Field trips, errands, student pick up, staff and student transportation	535	Oil Change and annual check 7-15-22 Clean Image Mobile Detailing 7-22-25

2025-2026

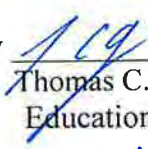
MASTER AGREEMENT

This **AGREEMENT**, by and between the **Lassen County Superintendent of Schools**, hereinafter referred to as **LCSS**, and **Long Valley School**, hereinafter referred to as **DISTRICT**, is for the services that are specified in this **AGREEMENT**, pursuant to the following terms and conditions:

1. **LCSS** will perform or make available to **DISTRICT** those services that are listed on the attachment.
2. Based on the attachment, **DISTRICT** will pay **LCSS** or **LCSS** will pay **DISTRICT** for services provided according to this **AGREEMENT**.
3. This **AGREEMENT** is for the 2025-2026 fiscal year.

**SERVICES PROVIDED BY LASSEN COUNTY SUPERINTENDENT OF SCHOOLS
FOR LONG VALLEY SCHOOL**
(District Pays LCSS)

<u>PROGRAM</u>	<u>AMOUNT</u>
Elementary Athletic League – Dues and Support (Attachment A)	300.00
Mitel VoIP Phone System (Attachment B) 40 lines @ \$10.00 ea = \$400 monthly	4,800.00
Technology Services - Microsoft School Agreement (Attachment C)	8,100.00
Technology Services – Sophos Anti-Virus Annual License (\$20.00 P/C) (Attachment D)	1,460.00
Technology Services – Internet Content Filtering Annual License (\$5.00 P/C) (Attachment E)	1,745.00
Technology Services – LCOE Tech Support Hours (\$75/hour for 350 hours)	26,250.00
Technology Services – iSafe E-rate Training Package – Annual Subscription (Attachment F)	300.00
Technology Services – ISP Services (E-Rate) Billed Separately \$5000.00 / Site (Attachment G)	Billed Separately
Technology Services – Know B4 Phishing Training (\$20.00/staff)	1,080.00
Technology Services – Securus360	3,480.00
VEEAM Backup solution with Wasabi Cloud Storage	3,750.00
NET PAYMENT DUE TO LCSS FOR SERVICES PROVIDED	\$51,265.00

<u>Long Valley School</u>	<u>Lassen County Office of Education</u>
_____ Date Approved by Governing Board	Patricia A. Gunderson, Lassen County Superintendent of Schools
by _____ Superintendent	by  Thomas C. Jones, Assistant Superintendent Educational Services/Human Resources
Date: _____	Date: <u>6-25-25</u>

LASSEN COUNTY ELEMENTARY ATHLETIC LEAGUE (LCEAL)

SUPERINTENDENT agrees to coordinate the following services to **DISTRICT** for participation in the Lassen County Elementary Athletic League (LCEAL).

1. Provide secretarial support in the recording of minutes, mailing of meeting notices, and posting of agendas.
2. Coordinate payment of the LCEAL President's stipend of \$1,000 annually.
3. Coordinate the purchase of and payment for supplies, materials, etc., as needed by the LCEAL.

DISTRICT agrees to do the following in support of its participation in the LCEAL:

1. Attendance by the **DISTRICT** Superintendent, or designee, at the LCEAL Board of Directors' meetings whenever possible.
2. Assurance that the Bylaws of the LCEAL are adhered to by staff, players, and coaches of the **DISTRICT**.
3. Payment of annual dues for participation in the LCEAL to cover costs of President's stipend, awards, and other items as needed.

Annual Fee for Participation in LCEAL: \$300.00



Lassen County Office of Education

472-013 Johnstonville Road North · Susanville, CA 96130-8752

530.257.2196 Fax 530.257.2518

Patricia Gunderson, Superintendent

Lassen COE VoIP Phone Service Agreement

June 22, 2025

This agreement is to provide Lassen COE VoIP Phone Services is effective **July 1, 2025 to June 30, 2026** for **Long Valley School** known as "**Customer**" located at **436-965 Susan Drive, Doyle, CA 96109** and between:

Lassen County Office of Education known as "**LCOE**" located at **472-013 Johnstonville Road North, Susanville, CA 96130**.

1. **Services:** Subject to the terms and conditions of this Agreement LCOE agrees to provide VoIP phone service to the Customer. The term of the agreement will start July 1, 2025 and end June 30, 2026. This agreement includes initial installation and basic programming of Customer owned Mitel phone sets and licenses. Customer maintains ownership of phones and site equipment purchased by Customer. LCOE will provide direct inward dialing (DID) numbers and voicemail boxes for all sets. Customer will be responsible for all toll charges. LCOE will work with vendors to ensure 911 services work correctly and may migrate to E911 services when available.

2. **Payment and Terms:** Customer will pay LCOE \$10.00 per phone line per month and actual toll charges for the VoIP Phone Services plus applicable taxes. Toll charges Intrastate are 0.044, Interstate are 0.039 per minute and local 0.03 for the first minute and 0.01 for each additional minute in one-minute increments. Payment is due within 30 days. This contract is for Lassen COE VoIP Phone Services only and does not qualify for California Tele-Connect Fund (CTF) or E-rate discounts. Any dispute of charges should be submitted in writing within 30 days of the billing date. Either party may cancel services in part or in whole with 90 days prior written notice and agreement of both parties. Note, toll charges and monthly charge per phone will be billed from the first day of each month to the last day of each month regardless of how many days are in each month.

3. **Site Equipment:** Customer agrees to ensure their network system, including switches, firewall and UPS are installed and configured to properly provide VoIP services. This includes but is not limited to utilizing proper hardware, software and settings, maintain proper environmental conditions for equipment and perform normal maintenance. Customer must maintain an adequate connection to the LCOE network. This includes maintaining a firewall with a VPN connection to the LCOE and other phone system member sites.



Lassen County Office of Education

472-013 Johnstonville Road North · Susanville, CA 96130-8752

530.257.2196 Fax 530.257.2518

Patricia Gunderson, Superintendent

4. **Customer consent:** Customer hereby grants to LCOE and its employees, agents, independent contractors and suppliers' permission to enter upon and use their site for the purpose of providing and maintaining Lassen COE VoIP Phone Services listed above beginning and continuing until agreement is ceased by either party. Customer further acknowledges and agrees that LCOE may perform emergency maintenance as necessary to maintain the system without notice. Non-emergency maintenance will be scheduled 48 hours in advance.

5. **911 Services:** Customer acknowledges and agrees that phones are not to be moved off site, room to room, rearranged, or removed for any reason without prior notification to the LCOE Tech Department in writing to ensure 911 services work correctly. Once E911 services become available the LCOE will work with Customer to implement and test system.

6. **Release and waiver:** Customer agrees to release, indemnify and hold harmless LCOE, its employees, agents, contractors and suppliers against any and all losses, accidents, damages, injuries, expenses and claims resulting in whole or part, directly or indirectly from services provided. Customer agrees that in no event shall LCOE, its employees, agents, contractors or suppliers total and aggregate liability under this agreement exceed the amount of monthly fees paid by Customer for this service.

7. **Guarantee:** Customer understands that LCOE does not and cannot guarantee services of other entities that are necessary for the system to function. While the LCOE will use best professional efforts to achieve optimal performance and uptime of the system, LCOE can make no warranty or guarantee expressed or implied as to the uptime or quality of service. LCOE recognizes phone service is a priority and will work with all parties necessary to ensure service is available and working properly.

8. **General provisions:** Customer agrees to provide and maintain equipment necessary to utilize the Lassen COE VoIP Phone Services. Some of the equipment necessary is: Cat5 or better network cabling to each phone location, network switching that includes services such as VLAN, QoS and PoE, adequate UPS runtime, firewall with VPN to LCOE and other phone system member sites.

This agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written.

This agreement shall be governed by the laws of the State of California.



Lassen County Office of Education

472-013 Johnstonville Road North · Susanville, CA 96130-8752

530.257.2196 Fax 530.257.2518

Patricia Gunderson, Superintendent

Signatures

You should read and understand this agreement. It is a legal and binding contract.

Customer

Signature _____
Printed Name _____
Date _____

Lassen County Office of Education (LCOE)

Signature Robert Talley
Printed Name Robert Talley
Date June 22, 2025

Lassen COE Microsoft School Desktop Software Agreement

The Lassen COE agrees to provide "Microsoft School Desktop Software Licensing" described below to:

***Long Valley School – Main Office
436-965 Susan Drive
Doyle, CA 96109
(530) 827-2395***

effective ***July 1, 2024, to June 30, 2026***. The cost is \$150.00 per FTE (staff) per year with a minimum purchase of 54 FTE annually. The minimum amount of \$8,100.00 will be included in annual Master Agreements through June 30, 2026. Additional products may be added at an additional cost. No other software or services are included or implied.

The Microsoft School Desktop Software licensing consists of the following products:

Microsoft Windows Operating System

Microsoft Office Professional Suite (Access, Excel, Outlook, OneNote, PowerPoint, Publisher & Word)

Microsoft Visio Professional

Microsoft Enterprise CAL Suite

The Lassen COE assumes no responsibility of software use. Any support by Lassen COE will be billed at our regular rate in six-minute increments. The end user agrees to abide by the products End User Licensing Agreement (EULA). Please refer to:

http://download.microsoft.com/download/8/9/A/89A3F8B9-94DE-4956-A56E-F6D2B215D0E6/Enterprise_Agreement_Program_Guide.pdf for more information.

This agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written.

This agreement shall be governed by the laws of the State of California.

Lassen COE Sophos Anti-Virus Software Agreement

The Lassen COE agrees to provide "Sophos Anti-Virus Software Licensing" described below to:

Long Valley School – Main Office
436-965 Susan Drive
Doyle, CA 96109
(530) 827-2395

effective **July 1, 2024 to June 30, 2029 hereto referred to as the "term"**. The cost of \$20.00 per node (PC, MAC, etc.) per year with a minimum purchase of 73 nodes annually for the term. The minimum amount of \$1,460.00 will be included in annual Master Agreements through June 30, 2029. Additional licenses may be added at an additional cost at any time. No other software or services are included or implied.

The Lassen COE assumes no responsibility of software use. Any support by Lassen COE will be billed at our regular rate in six-minute increments. The end user agrees to abide by the products End User Licensing Agreement (EULA). Please refer to:

<http://www.sophos.com/en-us/legal/sophos-end-user-license-agreement.aspx>

This agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written.

This agreement shall be governed by the laws of the State of California.

Lassen COE Content Filtering Software Agreement

The Lassen COE agrees to provide "Content Filtering" described below to:

***Long Valley School – Main Office
436-965 Susan Drive
Doyle, CA 96109
(530) 827-2395***

Effective ***July 1, 2025 to June 30, 2028 hereto referred to as the "term"***. The cost of \$5.00 per node (PC, MAC, etc.) per year with a minimum purchase of 349 nodes annually for the term. The minimum amount of \$1,745.00 will be included in annual Master Agreements through June 30, 2025. Additional licenses may be added at an additional cost at any time. No other software or services are included or implied.

The Lassen COE assumes no responsibility of software use. Any support by Lassen COE will be billed at our regular rate in six-minute increments.

This agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written.

This agreement shall be governed by the laws of the State of California

Lassen COE iSafe Annual E-Rate Training Subscription

The Lassen COE agrees to provide access to "iSafe E-Rate Training Subscription" described below to:

***Long Valley School – Main Office
436-965 Susan Drive
Doyle, CA 96109
(530) 827-2395***

Effective ***July 1, 2025 to June 30, 2026 hereto referred to as the "term"***. The cost of \$150.00 per site per year. The amount of \$300.00 will be included in annual Master Agreements through June 30, 2026. No other software or services are included or implied.

The LCOE has maintains a collaborative purchase for "iSafe E-Rate Training Package". This annual subscription is \$150 per site per year and provides the training materials needed to meet E-rate regulations and a system to track that training in order to provide reports in the event of an audit. iSafe added Direct AUP to our subscription at no additional cost. This component assists with creating and maintaining "Acceptable Use Policies" and even has a method available for parents to approve them online. Each site is responsible to provide the mandated training and keeping documentation for ten years in the event of an audit to receive federal funds. The iSafe program provides an easy method to train and track this requirement.

The Lassen COE assumes no responsibility of software use. Any support by Lassen COE will be billed at our regular rate in six-minute increments.

This agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written.

This agreement shall be governed by the laws of the State of California.

Lassen County Office of Education
Information Technology
477-013 Johnstonville Road North
Susanville, CA 96130
Telephone: (530) 251-8700 Fax: (530) 251-8750
SPIN# 143031170
FRN# 0018417279
Internet Services Agreement



Internet Services between Long Valley Charter School District (LVCS) and the Lassen County Office of Education (LCOE) will depend upon Schools and Library Corporation approving District's request for funding under the Telecommunications Act of 1996 for the services described. This agreement is effective July 1, 2021 and ends June 30, 2026.

LCOE will provide Internet Access services that are accepted and applicable under the Federal Communications Commission rules for Universal Service Fund (E-Rate) subsidy under the Telecommunications Act of 1996.

The Internet Access services provided for the District under this agreement are for daily operational support that is E-Rate eligible as specified under Internal Access (Infrastructure that facilitates Internet Access). LCOE supports speeds between 5 MB/s and 1000 MB/s. Maintenance and support of the equipment under this agreement are limited to E-Rate eligible services as described on the web posting of eligible services list.

No other services will be a part of this agreement that are not E-Rate eligible.

Alteration of Agreement:

This agreement may be modified or terminated only by mutual agreement of the parties where the changes are in writing and is signed by both parties.

Terms of the Agreement:

The annual cost of this Agreement is stated below. The annual amount is based upon a five year term. Annually the cost of this agreement will be reassessed to determine if costs can be reduced. However, the costs will not exceed the amount provided below.

Total amount of this agreement: \$5,000.00 per year

Service Provider: LCOE Tech Department

Approving Agency: LVCS

Robert Talley

Robert Talley - Technology Coordinator

Sherri Morgan
Signature

Sherri Morgan
Print Name

Date: 12/1/2020

Date: 2/11/21

"Investing in the Future"

Lassen County Office of Education
Information Technology
472-013 Johnstonville Road North
Susanville, CA 96130
Telephone: (530) 251-8700 Fax: (530) 251-8750
SPIN# 143031170
FRN# 0018417279
Internet Services Agreement



Internet Services between Long Valley Charter School Portola (LVCSP) and the Lassen County Office of Education (LCOE) will depend upon Schools and Library Corporation approving District's request for funding under the Telecommunications Act of 1996 for the services described. This agreement is effective July 1, 2021 and ends June 30, 2026.

LCOE will provide Internet Access services that are accepted and applicable under the Federal Communications Commission rules for Universal Service Fund (E-Rate) subsidy under the Telecommunications Act of 1996.

The Internet Access services provided for the District under this agreement are for daily operational support that is E-Rate eligible as specified under Internal Access (Infrastructure that facilitates Internet Access). LCOE supports speeds between 5 MB/s and 1000 MB/s. Maintenance and support of the equipment under this agreement are limited to E-Rate eligible services as described on the web posting of eligible services list.

No other services will be a part of this agreement that are not E-Rate eligible.

Alteration of Agreement:

This agreement may be modified or terminated only by mutual agreement of the parties where the changes are in writing and is signed by both parties.

Terms of the Agreement:

The annual cost of this Agreement is stated below. The annual amount is based upon a five year term. Annually the cost of this agreement will be reassessed to determine if costs can be reduced. However, the costs will not exceed the amount provided below.

Total amount of this agreement: \$5,000.00 per year

Service Provider: LCOE Tech Department

Approving Agency: LVCSP

Robert Talley

Robert Talley - Technology Coordinator

Sherrri Morgan
Signature
Sherrri Morgan
Print Name

Date: 12/1/2020

Date: 2/11/21

"Investing in the Future"

2025-2026


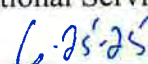
MASTER AGREEMENT

This **AGREEMENT**, by and between the **Lassen County Superintendent of Schools**, hereinafter referred to as **LCSS**, and **Thompson Peak Charter**, hereinafter referred to as **DISTRICT**, is for the services that are specified in this **AGREEMENT**, pursuant to the following terms and conditions:

1. **LCSS** will perform or make available to **DISTRICT** those services that are listed on the attachment.
2. Based on the attachment, **DISTRICT** will pay **LCSS** or **LCSS** will pay **DISTRICT** for services provided according to this **AGREEMENT**.
3. This **AGREEMENT** is for the 2025-2026 fiscal year.

**SERVICES PROVIDED BY LASSEN COUNTY SUPERINTENDENT OF SCHOOLS
FOR THOMPSON PEAK CHARTER**
(District Pays LCSS)

<u>PROGRAM</u>	<u>AMOUNT</u>
Elementary Athletic League – Dues and Support (Attachment A)	300.00
Mitel VoIP Phone System (Attachment B) 27 lines @ \$10.00 ea = \$270 monthly	3,240.00
Technology Services - Microsoft School Agreement (Attachment C)	3,150.00
Technology Services – Sophos Anti-Virus Annual License (\$20.00 P/C)	720.00
(Attachment D)	
Technology Services – Internet Content Filtering Annual License (\$5.00 P/C)	1,110.00
(Attachment E)	
Technology Services – LCOE Tech Support Hours (\$75/hour for 200 hours)	15,000.00
(Attachment F)	
Technology Services – ISP Services – Single Circuit. (E-Rate) Billed Separately \$5000.00	Billed Separately
Technology Services – iSafe E-rate Training Package – Annual Subscription	150.00
(Attachment G)	
Technology Services – Know B4 Phishing Training (\$20.00/staff)	420.00
Technology Services – Securus360	1,720.00
VEEAM Backup solution with Wasabi Cloud Storage	1,525.00
NET PAYMENT DUE TO LCSS FOR SERVICES PROVIDED	\$27,335.00

<u>Thompson Peak Charter</u>	<u>Lassen County Office of Education</u>
_____ Date Approved by Governing Board	Patricia A. Gunderson, Lassen County Superintendent of Schools
by _____ Superintendent	by  Thomas C. Jones, Assistant Superintendent Educational Services/Human Resources
Date: _____	Date:  6-25-25

Attachment A

LASSEN COUNTY ELEMENTARY ATHLETIC LEAGUE (LCEAL)

SUPERINTENDENT agrees to coordinate the following services to **DISTRICT** for participation in the Lassen County Elementary Athletic League (LCEAL).

1. Provide secretarial support in the recording of minutes, mailing of meeting notices, and posting of agendas.
2. Coordinate payment of the LCEAL President's stipend of \$1,000 annually.
3. Coordinate the purchase of and payment for supplies, materials, etc., as needed by the LCEAL.

DISTRICT agrees to do the following in support of its participation in the LCEAL:

1. Attendance by the **DISTRICT** Superintendent, or designee, at the LCEAL Board of Directors' meetings whenever possible.
2. Assurance that the Bylaws of the LCEAL are adhered to by staff, players, and coaches of the **DISTRICT**.
3. Payment of annual dues for participation in the LCEAL to cover costs of President's stipend, awards, and other items as needed.

Annual Fee for Participation in LCEAL: \$300.00



Lassen County Office of Education

472-013 Johnstonville Road North · Susanville, CA 96130-8752

530.257.2196 Fax 530.257.2518

Patricia Gunderson, Superintendent

Lassen COE VoIP Phone Service Agreement

June 22, 2025

This agreement is to provide Lassen COE VoIP Phone Services is effective **July 1, 2025 to June 30, 2026** for **Thompson Peak Charter** known as “Customer” located at **995 Paiute Lane, Susanville, CA 96130** and between:

Lassen County Office of Education known as “LCOE” located at **472-013 Johnstonville Road North, Susanville, CA 96130.**

1. **Services:** Subject to the terms and conditions of this Agreement LCOE agrees to provide VoIP phone service to the Customer. The term of the agreement will start July 1, 2025 and end June 30, 2026. This agreement includes initial installation and basic programming of Customer owned Mitel phone sets and licenses. Customer maintains ownership of phones and site equipment purchased by Customer. LCOE will provide direct inward dialing (DID) numbers and voicemail boxes for all sets. Customer will be responsible for all toll charges. LCOE will work with vendors to ensure 911 services work correctly and may migrate to E911 services when available.

2. **Payment and Terms:** Customer will pay LCOE \$10.00 per phone line per month and actual toll charges for the VoIP Phone Services plus applicable taxes. Toll charges Intrastate are 0.044, Interstate are 0.039 per minute and local 0.03 for the first minute and 0.01 for each additional minute in one-minute increments. Payment is due within 30 days. This contract is for Lassen COE VoIP Phone Services only and does not qualify for California Tele-Connect Fund (CTF) or E-rate discounts. Any dispute of charges should be submitted in writing within 30 days of the billing date. Either party may cancel services in part or in whole with 90 days prior written notice and agreement of both parties. Note, toll charges and monthly charge per phone will be billed from the first day of each month to the last day of each month regardless of how many days are in each month.

3. **Site Equipment:** Customer agrees to ensure their network system, including switches, firewall and UPS are installed and configured to properly provide VoIP services. This includes but is not limited to utilizing proper hardware, software and settings, maintain proper environmental conditions for equipment and perform normal maintenance. Customer must maintain an adequate connection to the LCOE network. This includes maintaining a firewall with a VPN connection to the LCOE and other phone system member sites.



Lassen County Office of Education

472-013 Johnstonville Road North · Susanville, CA 96130-8752

530.257.2196 Fax 530.257.2518

Patricia Gunderson, Superintendent

4. **Customer consent:** Customer hereby grants to LCOE and its employees, agents, independent contractors and suppliers' permission to enter upon and use their site for the purpose of providing and maintaining Lassen COE VoIP Phone Services listed above beginning and continuing until agreement is ceased by either party. Customer further acknowledges and agrees that LCOE may perform emergency maintenance as necessary to maintain the system without notice. Non-emergency maintenance will be scheduled 48 hours in advance.

5. **911 Services:** Customer acknowledges and agrees that phones are not to be moved off site, room to room, rearranged, or removed for any reason without prior notification to the LCOE Tech Department in writing to ensure 911 services work correctly. Once E911 services become available the LCOE will work with Customer to implement and test system.

6. **Release and waiver:** Customer agrees to release, indemnify and hold harmless LCOE, its employees, agents, contractors and suppliers against any and all losses, accidents, damages, injuries, expenses and claims resulting in whole or part, directly or indirectly from services provided. Customer agrees that in no event shall LCOE, its employees, agents, contractors or suppliers total and aggregate liability under this agreement exceed the amount of monthly fees paid by Customer for this service.

7. **Guarantee:** Customer understands that LCOE does not and cannot guarantee services of other entities that are necessary for the system to function. While the LCOE will use best professional efforts to achieve optimal performance and uptime of the system, LCOE can make no warranty or guarantee expressed or implied as to the uptime or quality of service. LCOE recognizes phone service is a priority and will work with all parties necessary to ensure service is available and working properly.

8. **General provisions:** Customer agrees to provide and maintain equipment necessary to utilize the Lassen COE VoIP Phone Services. Some of the equipment necessary is: Cat5 or better network cabling to each phone location, network switching that includes services such as VLAN, QoS and PoE, adequate UPS runtime, firewall with VPN to LCOE and other phone system member sites.

This agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written.

This agreement shall be governed by the laws of the State of California.



Lassen County Office of Education

472-013 Johnstonville Road North · Susanville, CA 96130-8752

530.257.2196 Fax 530.257.2518

Patricia Gunderson, Superintendent

Signatures

You should read and understand this agreement. It is a legal and binding contract.

Customer

Signature _____

Printed Name _____

Date _____

Lassen County Office of Education (LCOE)

Signature Robert Talley

Printed Name Robert Talley

Date June 22, 2025

Lassen COE Microsoft School Desktop Software Agreement

The Lassen COE agrees to provide "Microsoft School Desktop Software Licensing" described below to:

Thompson Peak Charter

effective **July 1, 2024, to June 30, 2026**. The cost is \$150.00 per FTE (staff) per year with a minimum purchase of 21 FTE annually. The minimum amount of \$3,150.00 will be included in annual Master Agreements through June 30, 2026. Additional products may be added at an additional cost. No other software or services are included or implied.

The Microsoft School Desktop Software licensing consists of the following products:

Microsoft Windows Operating System

Microsoft Office Professional Suite (Access, Excel, Outlook, OneNote, PowerPoint, Publisher & Word)

Microsoft Visio Professional

Microsoft Enterprise CAL Suite

The Lassen COE assumes no responsibility of software use. Any support by Lassen COE will be billed at our regular rate in six-minute increments. The end user agrees to abide by the products End User Licensing Agreement (EULA). Please refer to:

[http://download.microsoft.com/download/8/9/A/89A3F8B9-94DE-4956-A56E-F6D2B215D0E6/Enterprise Agreement Program Guide.pdf](http://download.microsoft.com/download/8/9/A/89A3F8B9-94DE-4956-A56E-F6D2B215D0E6/Enterprise_Agreement_Program_Guide.pdf) for more information.

This agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written.

This agreement shall be governed by the laws of the State of California.

Lassen COE Sophos Anti-Virus Software Agreement

The Lassen COE agrees to provide "Sophos Anti-Virus Software Licensing" described below to:

Thompson Peak Charter

effective ***July 1, 2024 to June 30, 2029 hereto referred to as the "term"***. The cost of \$20.00 per node (PC, MAC, etc.) per year with a minimum purchase of 36 nodes annually for the term. The minimum amount of \$720.00 will be included in annual Master Agreements through June 30, 2029. Additional licenses may be added at an additional cost at any time. No other software or services are included or implied.

The Lassen COE assumes no responsibility of software use. Any support by Lassen COE will be billed at our regular rate in six-minute increments. The end user agrees to abide by the products End User Licensing Agreement (EULA). Please refer to:

<http://www.sophos.com/en-us/legal/sophos-end-user-license-agreement.aspx>

This agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written.

This agreement shall be governed by the laws of the State of California.

Lassen COE Content Filtering Software Agreement

The Lassen COE agrees to provide "Content Filtering" described below to:

***Thompson Peak Charter
995 Paiute Lane
Susanville, CA 96130
(530) 257-7300***

Effective ***July 1, 2025 to June 30, 2028 hereto referred to as the "term"***. The cost of \$5.00 per node (PC, MAC, etc.) per year with a minimum purchase of 222 nodes annually for the term. The minimum amount of \$1,110.00 will be included in annual Master Agreements through June 30, 2028. Additional licenses may be added at an additional cost at any time. No other software or services are included or implied.

The Lassen COE assumes no responsibility of software use. Any support by Lassen COE will be billed at our regular rate in six-minute increments.

This agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written.

This agreement shall be governed by the laws of the State of California.

Lassen County Office of Education
Information Technology
472-013 Johnstonville Road North
Susanville, CA 96130
Telephone: (530) 251-8700 Fax: (530) 251-8750
SPIN# 143031170
FRN# 0018417279
Internet Services Agreement



Internet Access and Transport Services: between Thomson Peak Charter School (TPCS) located at 995 Paiute Ln, Susanville, CA 96130 and the Lassen County Office of Education (LCOE) will depend upon Schools and Library Corporation approving District's request for funding under the Telecommunications Act of 1996 for the services described. This agreement is effective July 1, 2021 and ends June 30, 2026.

LCOE will provide Internet Access and Transport services that are accepted and applicable under the Federal Communications Commission rules for Universal Service Fund (E-Rate) subsidy under the Telecommunications Act of 1996.

The Internet Access and Transport services provided for the District under this agreement are for daily operational support that are E-Rate eligible as specified under Internet Access and transport (Infrastructure that facilitates Internet Access). LCOE supports speeds between 5 MB/s and 1000 MB/s. Initial speed for this contract will be 100 MB/s but may be increased at any time at an additional cost. Maintenance and support of the equipment under this agreement are limited to E-Rate eligible services as described on the web posting of eligible services list.

No other services will be a part of this agreement that are not E-Rate eligible.

Alteration of Agreement:

This agreement may be modified or terminated only by mutual agreement of the parties where the changes are in writing and is signed by both parties.

Terms of the Agreement:

The annual cost of this Agreement is stated below. The annual amount is based upon a five year term and 100 MB/s connection. Site must have clear path to LCOE and be authorized to allow LCOE and its agents to install equipment on outside and inside of building.

Total amount of this agreement: \$5,000.00 per year

Service Provider: LCOE Tech Department

Approving Agency: TPCS

Robert Talley

Robert Talley - Technology Coordinator

Sherri Morgan
Signature

Sherri Morgan, Executive Director/Supt
Print Name

Date: 12/1/2020

Date: 1/21/2021

Lassen COE iSafe Annual E-Rate Training Subscription

The Lassen COE agrees to provide access to "iSafe E-Rate Training Subscription" described below to:

Thompson Peak Charter

Effective ***July 1, 2025 to June 30, 2026 hereto referred to as the "term"***. The cost of \$150.00 per site per year. The amount of \$150.00 will be included in annual Master Agreements through June 30, 2026. No other software or services are included or implied.

The LCOE has maintains a collaborative purchase for "iSafe E-Rate Training Package". This annual subscription is \$150 per site per year and provides the training materials needed to meet E-rate regulations and a system to track that training in order to provide reports in the event of an audit. iSafe added Direct AUP to our subscription at no additional cost. This component assists with creating and maintaining "Acceptable Use Policies" and even has a method available for parents to approve them online. Each site is responsible to provide the mandated training and keeping documentation for ten years in the event of an audit to receive federal funds. The iSafe program provides an easy method to train and track this requirement.

The Lassen COE assumes no responsibility of software use. Any support by Lassen COE will be billed at our regular rate in six-minute increments.

This agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written.

This agreement shall be governed by the laws of the State of California.

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: Action B: Roof for TPC

SUMMARY:

We have struggled to get quotes for the roof at TPC. I think the replacement of the roof is a priority for the school, especially in light of its status with Williams monitoring. I do think we absolutely need at least a 2nd quote and am recommending we do not approve this item at this time. Staff will seek to have additional quotes by the September or October meetings to bring back to the Board.

Recommended by: Sherri Morgan, Exec Director/ Supt. & Stephanie Preston, Asst. Director

☐ Approve as Presented ☒ Disapprove

This action item concerns:

- ☐ Long Valley School
- ☒ Thompson Peak Charter

ESTIMATE

Brandley Roofing

License #773341
140 Nevada Ave
Roseville, CA 95678

Inspection For: **Thompson Peak Charter School**
 Property Address: **995 Paiute Lane, Susanville CA 96130**
 Phone Number: **530-257-7300**
 Email Address: spreston@longvalleycs.org, eroper@longvalleycs.org

Inspection Method:	Walk-On	Roof Layers:
Roof Covering Type:	Composition	Felt:
Flashings:		Gutters/Downspouts:

<u>Material Condition</u>	<p><u>Suggested Roof Work - OPTION 1 (RECOVER):</u></p> <ol style="list-style-type: none"> 1. Install 30-year Malarkey composition shingle 2. Install high profile ridge 3. Install 9-inch starter course 4. Install valley metal 5. Install new vents and flashing 6. Install ventilation 7. Provide county building permit 8. Clean up and remove debris <p><u>Suggested Roof Work - OPTION 2:</u></p> <ol style="list-style-type: none"> 1. Remove one (1) layer of composition 2. Install ice and water guard 3. Install synthetic paper 4. Install valley metal 5. Install high profile ridge 6. Install 30-year Malarkey composition shingle 7. Install new vents and jacks 8. Install ventilation 9. Provide county building permit 10. Clean up and remove debris
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Inspection Fee: n/a	<p>Roof Work Estimated Cost*</p> <p>OPTION 1: \$108,250 OPTION 2: \$147,600</p> <p>*\$1,000 DEPOSIT REQUIRED TO SCHEDULE WORK 50% PAYMENT DUE UPON ARRIVAL OF MATERIALS REMAINING BALANCE DUE UPON COMPLETION OF WORK</p>
Inspected By: Pete Brandley	Inspection Completed: June 2025

Authorized Signature _____

Date _____ Phone _____

Brandley Roofing does not offer a warranty on repairs.

Brandley Roofing does not warrant roofs for aesthetic value, nor flat roofs, patios, solar, antenna/satellite tie-down bolts, chimney tops or housings, roof areas less than 2/12 pitch, nor anything not in compliance with the Uniform Building Code.

House mold issues are not detectable by a roof certificate evaluation. Any and all mold concerns are the responsibility of the Buyer to investigate with proper authorities. Roofing Contractors are not licensed nor experts in the mold assessment business. Brandley Roofing DOES NOT WARRANT for mold related issues from roof leakage. Mold discoveries are not caused by or through the neglect of Brandley Roofing and are considered a PRE-EXISTING condition.

****Please sign and return this authorization for certification and to schedule repairs****

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: C. Update Position Control

SUMMARY:

Position #	Position	Add	Delete	Change	Explanation
424	PT Bus Driver	X			To relieve Mrs. B from driving, we need this position for a 2 nd bus driver.
316/424	PT Para-Doyle/ PT Bus Driver			X	Change by hiring one person FT to cover both positions-employee will be eligible for benefits.
421	Certified Wellness Coach-LVS			X	Change from 0.6 to 0.8 (grant from LCOE will only cover 30+ hours).

Recommended by: Sherri Morgan, Executive Director

☒ Approve as Presented ☐ Disapprove

This action item concerns:

- ☒ Long Valley School
- ☐ Thompson Peak Charter



Long Valley Charter School

Imagine-Achieve-Inspire

Job Description

Special Programs Administrator

Responsible to: Executive Director/Superintendent or Designee

The Special Programs Administrator provides leadership and oversight for strategic initiatives and compliance functions that support the school's mission and long-term success. This position is responsible for coordinating the development of key organizational documents, managing external accountability processes, and advancing opportunities that expand student access to high-quality programs. The Administrator works collaboratively with educational partners to ensure that special programs—including accreditation, accountability, grants, and dual enrollment—are effectively implemented and aligned with state and federal requirements.

Certificated Position: 210 Days

Specific Duties:

- **LCAP & WASC:** Lead the development, writing, and submission of the Local Control and Accountability Plan (LCAP) and WASC Accreditation reports; facilitate stakeholder engagement throughout both processes.
- **Charter Renewal:** Guide the process for charter petition renewal, including timelines, compliance review, stakeholder involvement, and presentation to authorizers.
- **Compliance Oversight:** Review and monitor organizational practices to ensure adherence to state, federal, and charter accountability requirements.
- **Grant Development & Management:** Identify, apply for, and oversee grants that enhance school programs; manage reporting and compliance for awarded funds.
- **Dual Enrollment Expansion:** Collaborate with colleges, teachers, and counselors to expand access and participation in dual enrollment opportunities for all students.
- **Stakeholder Collaboration:** Build and maintain effective partnerships with staff, families, community partners, and authorizers to strengthen program implementation.
- **Program Reporting & Data Analysis:** Collect, analyze, and present data to support decision-making, program evaluation, and reporting requirements.

Other Duties as Assigned: Perform additional administrative responsibilities as directed by the Executive Director/Superintendent

The Special Programs Administrator is able to:

- Strong written communication skills with the ability to draft clear and compelling reports, grants, and policy documents.
- Expertise in compliance monitoring, accreditation standards, and accountability measures.

- Ability to analyze and interpret educational data to guide decision-making and reporting.
- Familiarity with higher education partnerships and practices that support dual enrollment.
- Strong organizational skills; able to manage multiple projects, deadlines, and reporting cycles simultaneously.
- Proficiency with productivity software (Microsoft Office) and student data systems.
- Commitment to equity, access, and continuous improvement for all students.

Qualifications:

- Master's degree in Education, Educational Leadership, Public Administration, or related field (Bachelor's degree with significant relevant experience may be considered).
- Administrative Services Credential (or equivalent) preferred.
- At least five years of experience in educational leadership, program administration, or compliance/accountability functions.
- Demonstrated experience in writing and managing state and federal reports (e.g., LCAP, WASC, grants).
- Knowledge of charter school operations, renewal processes, and applicable state/federal laws.

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: J. Student Handbooks

SUMMARY:

Student Handbooks are presented for approval. Please note the following:

- The Annual Notices document will be added as an appendix to each handbook; this document is reviewed by our attorneys.
- We've just included the TPC Independent Study handbook in the packet; the LVS version is identical (except for address and staff information.)

Recommended by: Sherri Morgan, Executive Director

☒ Approve as Presented ☐ Disapprove

This action item concerns:

- ☒ Long Valley School
- ☒ Thompson Peak Charter

Personalized Learning Program



Student-Family Handbook

Revised 8/20/2025

Table of Contents will be added once Annual Notices are attached. SM

Welcome Message

The staff of Thompson Peak Charter School (the Charter) extends you an enthusiastic welcome and thanks you for considering us to be your child's school!

The Charter's Personalized Learning Program allows students to work outside of the traditional classroom setting and affords many educational privileges and opportunities. The Charter is accredited by the Western Association of Schools and Colleges (WASC) and serves TK–12th grade students. Our school is unique in that we *personalize* our students' educational choices and offer a variety of instructional options and classes that are tailored to each student's needs and interests.

Academic support and guidance are provided by credentialed teachers. Each student is given the opportunity to work closely with his/her assigned teacher to create individualized plans that promote academic success and a meaningful education; attendance at tutorials, instructional classes and weekly meetings are required. Approved educational materials are supplied by the school. High school students meet graduation requirements as well as complete preparation for college or vocational opportunities.

In order for students to be successful in independent study, it is necessary for parents/guardians to take an *active* role in the education process. We value our parents/guardians and will do whatever we can to work alongside you in your child's educational journey. We are here to help you!

This handbook is intended to introduce you to our school. Please read its contents carefully and keep in mind that the staff is available to answer any questions you may have about The Charter.

We look forward to working with you this school year and will do whatever we can to promote academic success and offer meaningful support to your family. We are here to serve you and assist you in your child's education!

Sherri Morgan
Executive Director/ Superintendent

ABOUT OUR SCHOOL

School Office

Stephanie Preston, Principal/ Assistant Director
995 Paiute Lane, Susanville, CA 96130
Phone: 530-257-7300 Fax: 530-257-7302

Mrs. Misty Brussatoi, Director

Charter Document

Charter schools are so named because their charter document defines student learning and governance. Familiarity with our Charter is encouraged; the charter document is located on the www.longvalleycs.org website.

Mission

Long Valley Charter School is an educational community, inspiring each child to achieve their highest potential, providing opportunities for self-discovery, and preparing students for the challenges of a rapidly changing world.

Vision

Long Valley Charter School envisions every student becoming lifelong learners, pursuing meaningful work, and participating in civic activities.

Expected Schoolwide Learning Results (ESLRs)

1. Students are self-directed learners who

- Assume responsibility for personal life-long learning; discovering, developing and pursuing individual interests.
- Organize and manage time and resources efficiently.

2. Students demonstrate strong interpersonal skills through

- Demonstrating respectful, effective and proficient communication skills.
- Working collaboratively with others, with an emphasis on problem solving.

3. Students are academically proficient as reflected by

- Demonstrating a progressive mastery of California State Standards leading to proficient or advanced scores on California standards assessments.
- Demonstrating higher order thinking skills including application, analysis, synthesis and evaluation.

4. Students demonstrate technological competency by

- Accessing, utilizing, synthesizing and evaluating digital information to support learning and to build skills for career and college.
- Creating multimedia products to present knowledge and understanding of content.

5. Students are responsible citizens who

- Demonstrate respect for cultural, ethnic, and economic diversity.
- Model good character traits.
- Strive to become self-sufficient, productive, and contributing members of society.

6. Students demonstrate a growth mindset by

- Acknowledging and embracing imperfections.
- Demonstrating goal-driven practices for improvement.

Governance

The Charter is operated by Long Valley Charter School, a California non-profit corporation; it is governed by a Board of Directors of five members, including representatives from each community served. The calendar for Board meetings is posted to the school's website and is usually scheduled the third Wednesday of select months at 5:30 PM. Everyone is encouraged to attend meetings through teleconference connections.

Each resource center or site has a committee to address issues of local concern; the committee sets its own schedule and is comprised of parents/guardians, students, community members and school staff. Members from each committee are selected locally. Committees are also formed to provide oversight of federal funds and the Local Control and Accountability Plans.

Families are encouraged to participate in the governance of their school either as a Board of Directors member or through the local site committees.

Highlights of Our Program

- Mastery-Based Learning
- Project-based Learning
- Accredited by the Western Association of Schools and Colleges (WASC)
- Established Charter program since 2000
- Credentialed Teachers
- Parent/Guardian Participation
- Educational Materials provided by the School
- Placement Testing & Continuous Assessment
- Lessons Personalized to Student Ability & Interests -Options to Accelerate Learning
- Lessons Paced to Individual Student's Ability
- One-On-One Guidance & Support /Tutoring
- Educational & Enrichment Classes
- Career Exploration
- Personalized Cap and Gown Senior Graduation Ceremony
- Earn Accredited High School Diploma
- Concurrent Enrollment in Community Colleges for Qualified Students

Program Information

The Charter's Personalized Learning Program admission is open to any resident of Lassen County or the counties which are contiguous (Plumas, Sierra, Shasta and Modoc.) The charter school's purpose is to provide

opportunities for teachers, parents, pupils, and community members to improve pupil learning; encourage the use of different and innovative teaching methods; and provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

The Charter School consults with parents and teachers on a regular basis regarding the Charter School's education programs as required by the Charter Schools Act.

Standards

The academic program for each student is based on the California State Standards for each subject. Standards determine the content and target skills for each grade level. The school has identified a focused set of standards called "Power Standards". Your child's teacher will provide a copy of these to you.

Mastery-based Learning

Our school uses Mastery-based learning to best prepare students for their future. Students know what they need to learn (~~power standards~~) [essential standards](#) and know their current level of mastery (assessments shared with student and parent/guardian). Students are encouraged to participate with voice and choice in their work and how they will demonstrate mastery. These elements prepare students to be successful in their chosen fields of work and study.

State law requires students in Independent Study to be provided rigorous, grade level work; the school provides academic support to help students succeed.

Master Agreement

The master agreement is filled out at the beginning of each year or at the time of enrollment. It defines the subjects, deadlines, and requirements that a student must meet during the school year. The student agrees to complete the courses and the parent/guardian and teacher(s) commit to providing the support the student needs. This form requires both parent/guardian & student signatures unless students are 18 years of age.

Teachers

Every student is assigned to a certificated teacher who oversees and coordinates the student's academic program and progress. The assigned teacher monitors the instruction that the parent/guardian provides at home. As a team, the teacher, parent/guardian and student determine the materials, learning methods and pace to develop a program suited directly to the academic and emotional needs of the individual student.

Required Meetings

Students are required to meet with their teachers a minimum of once every week. This meeting is to verify adequate progress toward the completion of the weekly assignments. Students may require a more frequent schedule of teacher meetings if academic goals are not being met or performance on state mandated tests is not proficient.

Students who are performing below grade level may be required to attend tutoring/support classes 2-3 times per week as well as working in an i-Ready online program 15 minutes per day for at least four days per week in the subject(s) identified. Failure to participate in the assigned/required classes will initiate the school's non-compliance procedures.

Unimmunized students are not allowed to participate in on campus/resource center classes and may be provided tutoring support as deemed necessary by roster teacher. ~~and will be loaned a device and Internet access to access the classes remotely.~~

Schoolwork Deadlines

Students meet with their teacher weekly and receive five days of assignments; these assignments are due at the next weekly meeting. Students who fail to complete assigned work or attend scheduled meetings or classes initiate the non-compliance process.

~~Section on Student Success Course is eliminated.~~

Educational/Enrichment Classes

A variety of educational and enrichment classes are offered to students at various times throughout the school year. These classes provide an excellent opportunity for students to work cooperatively and gain knowledge through hands-on activities.

Field Trips

Field trips are offered to enrich the educational experience. Each resource center plans field trips based on community interest and availability. Since the opportunity for transportation is limited, most trips require parental involvement in driving and chaperoning.

The insurance company has requirements for parent drivers which include an annual driving record, proof of insurance with minimum limits, copy of a valid driver's license and an authorized driver application. Although these requests seem demanding for driving your own child or others, please know we are required to follow these rules. Add in something about the new requirements for driving students.

Special Education/ 504 Plans

~~Students with special needs are provided appropriate educational support and services. One-on-one and small group instruction is provided through the general education program and, as need is determined, through specialized instruction delivered by special education staff.~~

Students with disabilities receive appropriate supports and services in accordance with their Individualized Education Program (IEP) or Section 504 Plan. Services may include accommodations, modifications, and specialized instruction, which can be delivered through the general education setting, small group instruction, or one-on-one support, as outlined in each student's plan and determined by their educational team.

The process for new referrals for special services begins with a Student Study Team. Please discuss this process with your teacher.

Student Transcripts

Student transcripts are maintained by the Charter's registrar. All high school course work, regardless of where earned, is recorded on the transcripts. Teachers can access an unofficial transcript at any time for students and their families, and for credit and course review and planning. A formal request to the registrar is necessary to generate official transcripts for college applications. Directions for the request are here:

<https://www.longvalleycs.org/Parents--Students/Forms-and-Documents/Transcripts-/index.html>

Student Responsibilities

- Meet with your assigned teacher as scheduled. Be on time.
- Dress and behave in a manner that shows respect for oneself and others in a business-like setting.
- Complete and submit the assigned schoolwork by the assigned due date.
- **Make sure all student work has the correct heading (name, date, & subject) in the upper right-hand corner.**
- If an emergency arises and you are unable to keep your scheduled appointment, communicate with your assigned teacher.
- Your assigned teacher is your first point of contact for questions; however, if you are unable to get in touch with him/her, you may always contact the office for assistance.
- When something in the curriculum is confusing or directions don't make sense, contact your assigned teacher immediately. Do not wait until your next appointment.
- Failure to complete assigned work on a consistent basis will affect your grades, your credits if in high school, and will jeopardize your continued enrollment in the school.
- Prepare for and participate in the state mandated testing.
- Complete all local, on-line and other assessments. This applies to all grade levels.

Parent/ Guardian Responsibilities

- Ensure that your child is aware of the school's expectations and maintain involvement with your child's learning to promote academic success.
- Ensure that your child has a study area that allows him/her to concentrate on completing school assignments at home.
- Maintain good communication with your child's teacher to maintain a solid home to school connection.
- Meet with your child's teacher as requested.
- **Monitor** your child's schoolwork on a **daily** basis to ensure that meaningful learning is taking place. Support and guide your child in his/her studies.
- Provide transportation for your child to attend classes, workshops, tutoring, testing, field trips, and meetings at the local Resource Learning Center.
- Ensure the safe return of all instructional materials that are checked out to your child at the end of each semester and/or school year. You are financially responsible for lost or damaged items.
- Confirm weekly schedules for completion of your child's schoolwork and for prompt and prepared participation in resource center classes and tutoring.
- [Stay connected by signing up and regularly monitoring ParentSquare, our primary communication platform for school updates, announcements, and messages.](#)

Teacher Responsibilities

- Meet with the parent/guardian and student to create an appropriate learning plan for the student.
- Make available to the family appropriate curricular materials and related educational resources.
- Meet with the student and parent/guardian weekly to review and assess student work; [recommend and/or](#) provide tutoring/support as identified.
- Maintain portfolios of student work for accurate student evaluation at the close of each semester.
- Communicate regularly with each student and their family; notify parent/guardian of any concerns regarding student's academic progress.
- Provide instruction and interaction as required by law.

Evaluation of Student Progress

Evaluation is an ongoing part of the education process. While traditional testing is viewed as the most common way to determine progress, there are several acceptable ways to monitor student achievement. They include:

- Completed assignments or projects
- Demonstration of skills
- Written tests and reports
- Oral or written presentations
- Standardized state tests
- Proficiency assessment results
- Daily engagement in learning
- Making progress toward successful completion of courses

The Charter strives to have a comprehensive evaluation of student progress that will include a combination of the above forms of evaluation. Parent/guardian and student input in this process is valued.

Students who utilize online curriculum are required to take unit tests, midterms and finals in-person.

Academic and/or Attendance Problems and Concerns

To enjoy continuous enrollment in the Charter, a student must attend scheduled appointments/required tutorials and complete assignments with quality and in a timely manner. Attendance and academic progress ~~is~~ are measured by work completion and quality. Clear consequences for non-compliance are outlined in the master agreement and includes a pupil-parent-educator conference and possible termination from our program.

If a student leaves the Charter due to academic or attendance problems, or by their own choice, the student may not return during the current school year.

Code of Conduct/ Behavioral Expectations

The following code of conduct is in place for each learning center and students on campus are expected to comply at all times.

- **Be Responsible:** Students will be expected to respond appropriately to issues and problems that arise- not react to them! Students are expected to conduct themselves responsibly, and depend less on outside controls to manage their behavior.
- **Be Safe:** Abide by all laws, rules, procedures, and instructions.
- **Be Respectful:** Students will respect others through their actions, attitudes, and speech.

If a student does not follow this code of conduct the following is suggested:

First Infraction

- Reteach behavior expectations
- ~~Student will apologize and make amends~~ Student participates in a reflective activity to understand the impact of their behavior (e.g., written reflection, restorative conversation)

Subsequent Infractions

- Conference with parent
- Loss of privilege to attend workshop/class time: switch to meeting one-on-one with teacher
- Possible removal from program

The Charter is committed to personalized support of students when difficulties arise. The assigned teacher will work with the student or parent to clarify or reteach concepts, explain assignments and expectations, provide

different or additional curriculum, or enroll the student in resource center classes/ tutoring. Assistance can sometimes be handled with a phone call or e-mail, other times an appointment to work together is necessary.

Telecommunication Behavioral Expectations

- Stay engaged.
- Be on time! (Connect early if needed).
- Keep muted if you are not talking. Don't talk over others-raise your hand.
- Look at the camera and position it correctly. Pay attention to the lighting. Avoid back lighting
- Don't eat. (Sipping on a beverage is okay.)
- Cameras ON!. Appropriate times to turn off your camera include: if you need to save bandwidth, or if you need to step away for a moment; communicate with your teacher if you experience the need to turn off your camera through the chat feature.
- Follow school dress code.
- Limit distractions

Dress Code

Students are expected to dress in a manner that will not disrupt the learning environment. Students are to come to school clean and dressed modestly.

The following are considered **inappropriate** clothing:

- Any type of clothing or accessory:
 - displaying profane, obscene or suggestive language or pictures
 - advertising or promotion of alcoholic or tobacco products
 - gang or drug related messages.
- Any immodest clothing including but not limited to: tube tops, sheer shirts, backless, halter, low cut, or swimsuit tops. Midriffs may not show when arms are at their side. Shirts with large armholes (muscle shirts) and tank tops with less than 1-inch straps are not allowed.
- Undergarments may not show.
- Shorts and skirts must be no more than 4 inches above the knee.
- Spandex shorts or pajamas.
- Pants that do not fit without sagging or falling off hips
- Clothing with holes or slashes more than 4" above the knee
- Students may not wear hats or wear hoods pulled up
- Make-up, cosmetics, or jewelry must be appropriate to the age level of the student and shall not cause a distraction to the learning/teaching process.

Non-compliance with this dress code will result in the following:

- Student will be relocated out of the classroom area
- Call to the student's parent/guardian to either bring appropriate garments or arrange for the student to go home
- In the event the student's parent/guardian is unavailable to bring garments or confirm the return to home, the student will be loaned an oversized shirt to cover the inappropriate clothing
- Repeated violations of the dress code may result in student losing the privilege to participate in center activities

The dress code is also enforced for all school related field trips and outings.

Plagiarism and Cheating

The Charter School community values intellectual property and academic honesty. Plagiarism and cheating are dishonest and also stunts the learning process for students. We strive to teach students the importance of ethical practices in the submission of all work and in taking assessments. The use of artificial intelligence tools for completing assignments or assessments without proper attribution is also considered a form of academic dishonesty. The consequences for such infractions will be:

- Complete the assignment or assessment again under increased supervision
- A meeting with the parent/guardian, student, teacher and site administrator to assure no future incidents
- Further disciplinary action for repeat offenses as outlined in the school's charter

Academic Honesty

The Charter School community values academic integrity and the responsible use of intellectual property. Plagiarism, cheating, and other forms of dishonesty undermine the learning process and are not tolerated. We are committed to teaching students the importance of ethical academic practices in all submitted work and assessments.

- The use of artificial intelligence (AI) tools (e.g., ChatGPT, GrammarlyGO, etc.) to generate or complete assignments or assessments **without teacher permission or proper citation** is considered a form of academic dishonesty. Students are expected to clearly indicate when AI tools are used and follow all guidelines provided by their instructors.
- **Consequences for academic dishonesty may include:**
 - Re-doing the assignment or assessment under increased supervision
 - A meeting with the student, parent/guardian, teacher, and site administrator to discuss the violation and reinforce expectations
 - Further disciplinary action for repeat offenses, in accordance with the school's charter

School Facility

It is important that The Charter remain a safe and secure school facility. To help ensure that the facility remains secure and safe, the following procedures will apply:

- ~~The school will follow COVID-19 related rules determined by the California Department of Public Health and the California Department of Education. The current safety plan is published on the school's website.~~
- Students will only be allowed inside the resource centers under staff supervision.
- Students who are not enrolled with the school may not enter the resource center except accompanied by a parent.
- For purposes of student safety, students should not remain outside the school for prolonged periods of time waiting for transportation or for other reasons.
- During school hours, the school phone will be available to students who need to contact parents for transportation.
- Cell phones must be silenced and put away while in the resource center unless its use as an instructional device is requested by the teacher.
- Cell phones and personal electronic devices are not permitted in testing sessions.
- Ear buds and headphones are not permitted during times of instruction or conversation. Ear buds are not permitted. Headphones may be used at teacher discretion.
- Respect of school property, furniture, and materials is mandatory.

- Public displays of affection are prohibited.

Any student who disregards these policies will be subject to being disenrolled from our program.

Video Surveillance

Students and families are hereby notified security video cameras are installed at each school. Cameras are located only in public areas and not used in areas where there is a reasonable expectation of privacy. Specific uses of video are detailed in Board Policy 5014.

Computers/ Chromebooks

The use of technology as a tool for student learning and for staff data management has played an increasingly significant role at Long Valley Charter. The school has computers for student use, including access to the Internet. To ensure that the computers will be valuable learning tools, each student must follow these rules:

- Submit a completed computer /technology contract, signed by both the student and the parent/guardian.
- Use school computers for assigned academic purposes only.
- The school monitors the appropriate use of the computer
- Put away any materials used and clean up the work area before leaving.
- Log off the computer
- Keep the noise level down in order to avoid disturbing others in the building.
- No food or drink is allowed at the computer workstation.

Computers or Chromebooks are encouraged to be checked out for use during the school year. A loan agreement is required and parents/guardians are responsible for loss or willful damage. Devices will be returned at the end of the school year or upon withdrawal/disenrollment from the school.

Graduation Requirements

The Charter is a fully accredited high school program through the Western Association of Schools and Colleges (WASC). Course requirements vary according to a student's goal for post high school pursuits. To receive a diploma or a certificate of completion, a student must successfully meet the following course/credit requirements:

Graduation Requirements						
Subject	College Prep Requirements		General Ed Requirements		School-to-Work	
	205 Credits		205 Credits		185 Credits	
	Required Courses	Units	Required Courses	Units	Required Courses	Units
English	English 9	10	English 9	10	English 9	10
	English 10	10	English 10	10	English 10	10
	English 11	10	English 11	10	English 11	10
	English 12	10	English 12	10	English (Other)	5
History/Social Science	World History	10	World History	10	World History	10
	US History	10	US History	10	US History	10
	Government	5	Government	5	Government	5
	Economics	5	Economics	5	Economics	5

Mathematics	Algebra I Algebra II Geometry (or 3 years of Integrated)	10 10 10	Total - (Must complete min Algebra I or Integrated I)	30	Total - (Must complete min Algebra I or Integrated I)	30
Science	Biology/Life Science (w/Lab) Physics or Chemistry (w/Lab) 3 rd Year from UC Approved Courses	10 10 10	Biology/Life Science Physical Science 3 rd Year Student Choice	10 10 10	Biology/Life Science Physical Science 3 rd Year Student Choice	10 10 10
Physical Education	Physical Educ I Physical Educ II	10 10	Physical Educ I Physical Educ II	10 10	Physical Educ I Physical Educ II	10 10
Health/Safety (2.5 may be Driver's Education)	Total	5	Total	5	Total	5
Career Technical Educ	Total	20	Total	20	Completed Pathway	30
Foreign Language	Total	20	Total	10	Total	0
Visual and Performing Arts	Total	10				
Other/Electives	Total	0	Total	20	Total	5
*A CTE course may be used to satisfy the VAPA or world language requirement for General Education requirements until 6/30/27. (AB 185)						
Students in 9th - 11th grades are expected to complete 50-60 units per year. A minimum of 20 units must be enrolled in and passed during a student's final semester.						
College-bound students are advised to contact the colleges they are applying to in order to verify admission requirements prior to the end of their 11th grade year.						
Parental permission to engage in the School-to-Work Pathway is required. Due to the reduced credits for this pathway, students are advised that transferring to another school may result a credit deficiency.						

The Charter assists college bound students in planning high school courses that will meet the requirements of the school or types of schools the students would like to attend after high school. Our career/college counselor and teachers are prepared, as an on-going process, to help students explore educational options within the charter's course offerings as well as local community college classes, online courses and special, applicable learning opportunities.

The Charter assists general education students in planning high school courses that will help students meet their vocational, military, or other post high school goals. The Charter works with students through career exploration to discover desirable options. The Charter responds to the needs and goals of the students by providing an ever-increasing number of career technical education pathways and courses.

Graduation/ Promotion Ceremonies

Promotion ceremonies acknowledging the transition from elementary to high school is at the discretion of the local resource center.

Much effort is put into making graduation personalized and meaningful for each graduate and the class as a whole. Students and their families are encouraged to help plan the graduation ceremony. Seniors are given the

opportunity to speak or to express their individualized talent at the graduation ceremony. Each ceremony highlights the individual graduates' academic and personal accomplishments and goals.

Volunteers & Visitors

~~Parents/guardians are encouraged to attend all appointments between their child and their child's teacher. During classes and workshops, the school has policy #5007 that provides guidelines for volunteers and visitors for the safety of all students. Requirements include scheduling visits, fingerprinting/background checks and tuberculosis certification in certain circumstances. Details of this policy are available at the school office or on the school's website.~~

Parents/guardians are encouraged to attend all scheduled appointments with their child's teacher. During classes and workshops, the school follows Policy #5007, which outlines guidelines for volunteers and visitors to ensure the safety of all students. Depending on the nature and frequency of the visit, requirements may include scheduling in advance, fingerprinting/background clearance, and tuberculosis (TB) certification.

All visitors are required to check in through the school's secure visitor management system, which includes scanning a valid government-issued ID. **No visitor will be permitted to enter the campus without completing the check-in process. If you anticipate an issue with completing the check-in process, please contact the Principal before your visit to discuss.**

Full details of the policy are available at the school office or on the school's website.

Dispute Resolution

The Charter encourages parent/guardian participation in decision making and seeks constructive comments to help improve the school's educational program. The Board has adopted Policy 7010 for dispute resolution which is available on the www.longvalleycs.org website; a summary of the policy follows.

Complaints about School Personnel	Complaints about Instructional Program/School Processes
Steps to follow: 1. Notify the person the complaint concerns to seek resolution. 2. If unresolved, contact Site Administrator in writing. 3. If still unresolved, the complaint may be referred to the Executive Director 4. Review by the Board may be requested	Submit a written complaint to the Executive Director. (The board policy includes a form that may be utilized for this purpose.)

Things to Keep in Mind

- Use the school website to check for updates or to find other important school information. Our school website is www.longvalleycs.org
- Communication makes all the difference. Contact your assigned teacher whenever you have questions, concerns, or suggestions.
- The Charter utilizes Parent Square for much of its communication. The program will distribute notifications by text, email and voice mail. Please be sure to subscribe and consider downloading the app.
- The Charter welcomes family involvement – ask about these opportunities.
- While the Charter maintains rigorous academic standards, students considering returning to other public or private high schools should check with the receiving school to verify their policies regarding acceptance of transfer credits.
- Students desiring to join a branch of the military should confirm with the military and special requirements the particular branch might have regarding required courses, required assessments, charter

schools, and required seat time. The charter will work with the recruitment officer and the student to provide the necessary course of study wherever possible.

- All board adopted policies, agendas, minutes and schedules are available on the school web site, www.longvalleycs.org.



Student-Family Handbook

Revised 8/20/2025

ABOUT LONG VALLEY SCHOOL

Governing Board

The Governing Board holds its regular meetings on the second Thursday of select months at 5:45 p.m. at the Long Valley School. The public is invited to attend all meetings. For the most current agenda, schedule, and board policies, check the website, www.longvalleycs.org.

Charter Schools

Charter schools are public schools designed and operated by educators, parents, and community members and are open to all California students who wish to attend. Charter schools are freed from some of the traditional bureaucratic and regulatory red tape that restricts traditional educational practices. The funding for charter schools comes from our tax dollars, just like any other public school in California. Each charter school writes its own “charter agreement” which is a performance contract detailing the school’s programs, goals, students served, methods of assessment, and ways to measure success. The charter is available on-line at www.longvalleycs.org or you may request a copy in the office.

The Vision and Mission

Long Valley Charter School is an educational community, inspiring each child to achieve their highest potential, providing opportunities for self-discovery, and preparing students for the challenges of a rapidly changing world.

Long Valley Charter School envisions every student becoming lifelong learners, pursuing meaningful work, and participating in civic activities.

Our Staff

We are committed to providing a high-quality educational program. To accomplish this, we believe a committed and qualified staff is imperative.

Administrative Staff

~~Misty Brussato~~[Jenavieve Talamantes](#), Principal
~~Whitney Mauck~~, Special Programs Administrator
[Misty Brussato](#), Director
Sherri Morgan, Executive Director/Superintendent

Certificated Staff

Lori Alexander	Kristine Cooper	Jenavieve Kisst Tamara Oswald	Amy Idzinski
Tom Barefoot			
Holly Cardeza Mary Diggs-Floyd	Melissa Jones	Josephine Tello	Kaitlyn Fly
Nikki Apao			

Music-Carol Fontana

Resource Specialist: ~~Jon Landerman~~[Hannah Von Tour](#)

Career & College Counselor: ~~Kathi Sherman~~[Wellness Coach: Lisa Riche](#)

~~Office/Assistant Director~~ Business [Service Manager](#)

El Roper

Student/Teacher/Parent Expectations

Recognizing that the education of children requires the collaborative efforts of all educational stakeholders, the following compact is an effort to articulate and recognize the responsibilities of everyone.

As a student, I will be responsible for:

- Following the student responsibilities stated in the handbook and classroom rules
- Completing my assignments on time and to the best of my ability
- Asking for help when I need it
- Discussing what I am learning with my parents
- Being on time to class and attending school unless I am ill
- Obeying the directions of school personnel, the first time they are given
- Being respectful to teachers and others in authority
- Being kind and courteous to school mates and staff
- Refraining from the use of profane and vulgar language

As a parent, I will be responsible for:

- The behavior and conduct of my child at school
- Knowing what my child is responsible for at school
- Communicating with my child to make sure he/she understands student responsibilities
- Encouraging my child to do his/her school work with understanding
- Making a real and effective effort in the education of my child by:
 - Monitoring homework to completion
 - Attending school functions including conferences
 - Making myself aware of the school's programs
 - Limiting my child's use of television, computer, and gaming devices
 - Teaming with the teacher to support my child's learning
 - Ensuring the wellness of my child, including nutrition and adequate sleep
 - Teaching my child behaviors that are conducive to school success

As a teacher, I will be responsible for:

- Providing motivating and interesting learning experiences in my classroom
- Using the State curriculum standards in my classroom
- Explaining my expectations, instructional goals, and grading system to students & parents
- Providing a safe and pleasant atmosphere for learning
- Providing clear evaluations of the student's progress and achievement
- Demonstrating professional attitudes and actions at all times
- Developing a positive rapport with my students and parents

School Information**Address**

Physical Address: 436-965 Susan Dr., Doyle, CA 96109

Mailing Address: P.O. Box 7, Doyle, CA 96109

Phone Number: 530.827.2395 Fax Number: 530.827.3562

Website: www.longvalleycs.org

School Hours

Office Hours: 8:00 – 4:00

Classes are scheduled as follows:

Monday-Thursday

8:30 AM-3:00 PM

Fridays

8:30 AM-1:00 PM

Students are not permitted on campus before 8:00 AM

School to Home Communication

In an effort to keep everyone informed, Long Valley School uses the following tools:

- Magnetic school calendar (provided in enrollment package)
- Monthly newsletter with Menu (sent home with student)
- **Parent Square** notification tool that provides text, email and phone notification for reminders, events and alerts. There is an online component to interact and communicate with the school. Please be sure to accept the invitation if you'd like to receive messages from the web. It is important to keep your information current with the school office. Please call if you need help with connecting.
- Please ask your child if they have notices, homework, or completed assignments in their backpacks each day.

Unscheduled School Closures/Emergency Conditions

The most common emergency conditions that affect Long Valley School include power outages, heavy snow, and high winds. In case one or more of these conditions are in effect school personnel will do an "all call" through Parent Square. If you do not have a phone or device to receive calls, emails or text messages you may listen to the radio at 1240 AM (KSUE) or 93.3 FM (KJDX) around ~~6:30~~**6:3015** AM.

If a delayed day is declared, school will generally begin two hours later. If an early dismissal is declared, usually due to a lengthy power outage, the dismissal time will generally be 1:00 PM. Students will remain at the school and the parent/guardian, or the persons listed as an emergency contact, will be notified to make transportation arrangements. If a parent/guardian or emergency contact person cannot be reached, the student will remain at the school one hour after dismissal. At this time authorities will be contacted to take responsibility of the student.

We appreciate the support and understanding of parents who assist with transportation during these unusual circumstances.

Emergency Contact Information for Students

Each student's enrollment form has a space to list persons as an emergency contact. Parents are responsible to keep student information updated when changes occur. The school will not release students to persons other than those listed on their emergency form without parent/guardian consent through a note or phone call to the office.

Medical concerns are also listed on each student's enrollment form. Please update as necessary. Students may not carry medication of any kind at school. In order for your child to take prescription medications during the school day, you must have an "Administration of Prescribed Medication" form on file with the school. Medication must be in original container with directions. Over-the-counter medication, including cough drops, may not be brought to school.

Accidents will be reported immediately to the office. The office will notify parents of any serious injury immediately.

School Attendance

Students are expected to come to school every day that school is in session when the student is not ill. If a student is absent, please call to let us know. Upon their return to school following an absence, please send a note stating the date, reason for absence and parent/guardian signature.

If your student is to be absent for an extended amount of time please give the classroom teacher advanced notice to prepare work to be sent home. Teachers cannot disrupt teaching lessons to collect work, so be sure to give advance notice. In many cases it may be appropriate to develop an Independent Study Contract so that they can upon completion of missed work be given attendance credit.

Schools receive state funding for students only when they attend school or during the period covered by an Independent Study Contract.

Attendance is important. Students who miss school create problems at four levels:

- Absenteeism hurts the student. Students miss important studies, concepts, discussions, demonstrations, socialization skills and ability to plan for the future.
- Absenteeism hurts other students. Teachers have to give absentees more individual attention for them to catch up, depriving other students.
- Absenteeism hurts the school. The greater the number of absences, the less revenue for the school. Less revenue affects the available resources to spend on educational programs.
- Absenteeism hurts the community. Short-term effects are reflected in statistics showing increased criminal activity when youth are not in school. Long-term effects are reflected in both social and criminal justice system statistics.

According to School Board Policy, absences from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law, Board policy and administration regulations.

When a student has had 14 absences in the school year for an illness or illnesses, a physician must verify any further absences. For further details, please visit our web site at www.longvalleycs.org >Board Resources/Documents>Board Policies

Tardiness/Truancy

A child's tardiness not only interferes with their learning, but also disrupts the education of others. A child is considered tardy if they enter the classroom after 8:30 a.m. Students must go to the office to sign in and bring a tardy slip to the classroom teacher.

In accordance with School Board Policy 6001, students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Excessive tardies or truancy will be referred to the School Attendance Review Team

Students as Learners

Students in a mastery-based program advance through levels of work as they demonstrate mastery of concepts/standards. Each standard has a given criteria to determine the level of mastery.

Our report cards use the following terms for each level:

(1) Intervention (2) Approaching Mastery (3) Mastery (4) Exceeds Mastery

This scale breaks content into manageable progression toward mastery.

Students are given multiple opportunities to demonstrate their understanding of the standards in various ways. Selected assessments may include tests, quizzes, projects, presentations, and demonstrations. This approach separates achievement from effort/behavior.

Students in the Site Based program receive report cards each semester. Teachers provide ongoing progress reports throughout each grading period. Parents with special concerns are encouraged to meet with their child's teacher and develop a means for more communication. As students progress into higher grades, it is important that they become increasingly involved in this process.

As lifelong learners, students develop skills as described as learner characteristics on the report card. These skills are integrated into and observed in all subject areas as well as recreational activities. Life experiences and

intentional practice of these characteristics are intended to enable students to be successful beyond their school experience.

The purpose of report cards is to provide teachers, parents, and students an understanding of what the student has mastered and where they need support.

Cheating and copying other's work will result in a consequence decided by the teacher. Incidents of cheating or copying may result in a referral to the administrator for possible disciplinary action.

Students in the Site Based program are awarded a variety of recognition awards including:

- Meeting reading, math or other academic goals
- Student of the Week – Citizenship and Character Recognition
- Character Cash-Each class has an opportunity to earn rewards for positive behavior.
- Perfect Attendance – At the end of each grading period (NOTE: students with three or more tardies will not qualify for this recognition.)

Behavior Expectations and Discipline

The following behavior expectations are expected to be followed by students on campus and during school activities at all times. All students, parents, and teachers have been given the Student/Teacher/Parent Expectations to sign at the beginning of the year. There are three School Expectations/Rules that are guides for behavior are as follows:

Be Responsible!

Students will be expected to respond appropriately to issues and problems that arise – not react to them!

Students are expected to conduct themselves responsibly, and depend less on outside controls to manage their behavior.

Be Responsible: Students will be expected to respond appropriately to issues and problems that arise- not react to them! Students are expected to conduct themselves responsibly, and depend less on outside controls to manage their behavior.

Be Safe: Abide by all laws, rules, procedures, and instructions.

Be Respectful: Students will respect others through their actions, attitudes, and speech.

Long Valley School is centered on positive reinforcements to correct inappropriate behavior exhibited during school hours. Although teachers may have their own way of creating/posting class rules, all classes will use the following guidelines.

- Students are instructed on the expected social behavior
- A verbal warning is given to correct the student's behavior.
- A second warning and a consequence are given. An example of a consequence is the relocation within the room to work or loss of privileges.
- Final warning and an additional consequence is given. This could be a note sent home, a "Minor" write up, a call home made by the teacher; an action plan, and/or relocation to another room to work for the remainder of the instructional period. Students may be required to attend Behavior Academy during scheduled "Fun Friday" time.

After classroom level interventions have failed to change the student's disruptive behavior, the Administration Office will become involved as follows:

- 1st Disciplinary Action: After counseling, the child will be required to evaluate how their behavior has broken one or more of the Three School Rules.
- 2nd Disciplinary Action: The same procedures reported above will happen, plus the parent/guardian will be notified and the child, parent, and Administrator will plan together strategies to change the misbehavior. Parent and child will be reminded that as a school of choice, it is clearly outside our

policies and interests to allow any child to be an ongoing disruptive agent at Long Valley School. A Student Study Team will be created, and a behavior plan will be developed.

- 3rd Disciplinary Action: The child will be required to write about how their behavior has broken one or more of the Three School Rules. The parent will be notified and the child may be suspended. A final contract, signed by the site administrator, parent, and student will indicate that any further misbehavior will result in suspension, and possible referral for expulsion.

~~Please note that if an offense is severe, the child will be sent directly to the Administrator's Office and placed at Step 3. Such behaviors could be, but are not limited to, violence towards self or others.~~

All administrative action on major referrals includes conferencing with a student and some type of restorative practice from the student's end to help repair what was harmed.

The administration has the discretion to deviate from these guidelines by assessing an appropriate consequence if they determine in their sole discretion that there are mitigating or aggravating circumstances. If the infraction warrants a more severe consequence, the administration has the discretion to apply the consequence as needed, despite where the student may be in the disciplinary action process.

Dress Code

Students are expected to dress in a manner that will not disrupt the learning environment. Students are to come to school clean and dressed modestly.

Hair should be worn in a manner that does not obstruct the student's vision or distract others.

The following are considered inappropriate clothing and will lead to the student's referral to the office to contact their parents to bring suitable clothing.

- Shoes with hard/firm soles must be worn at all times. Skate shoes, slippers, and cleats are not permitted. Shoes must have a heel strap, which secures the shoe to the foot.
- Logos on clothing or backpack type items may not advertise or promote smoking, alcohol, drugs, gang related slogans, or display vulgar or sexually suggestive comments.
- Aerosol cans of hair spray or hair color are not permitted at school. Coloring products may not be water-soluble or transfer to clothing or school materials.
- Any immodest clothing including but not limited to: tube tops, sheer shirts, backless, halter, low cut, or swimsuit tops. Midriffs may not show when arms are at their side. Shirts with large armholes (muscle shirts) and tank tops with less than 1-inch strap are not allowed.
- Undergarments may not show.
- Shorts and skirts must be no more than 4 inches above the knee or shorter than the end of the extended fingertips and must be hemmed. No spandex shorts or pajamas.
- Pants that do not fit without sagging or falling off hips
- Clothing with holes or slashes that make undergarments or midriff visible
- Students may not wear hats in the classrooms, cafeteria, library or office
- Make-up, cosmetics, or jewelry must be appropriate to the age level of the student and shall not cause a distraction to the learning or teaching process.
- Costumes and costume/Halloween masks are not permitted except for designated schoolwide activities

Although students are not required to wear uniforms for P.E., they are expected to wear appropriate footwear and clothing for daily P.E. class.

Going To and From School

Students not transported by the Long Valley school bus are not allowed on campus before 8:10-00 AM. Students may not remain at school after the end of the school day. Any exceptions must be approved by the school administrator.

A student is responsible for his/her actions going to and from school just as if he/she were on campus. Students are expected to obey all traffic and/or bus rules, respecting the property and rights of others on their route, and obeying all school rules. Parents should ensure that their student proceeds directly to school and home again prior to taking part in any other activity. If your child has a change in their normal dismissal plan send a note to school with them or phone the school before 2:00 PM. Many times, the students are outside at the end of the day and getting a message to them is difficult. If everyone waits until the last few minutes to contact the school, it creates an unsafe situation.

Private bicycles, skateboards, skates and scooters may not be used on school grounds. Students are responsible for the safe keeping of their items by supplying a lock or alternate storage of these items. Students are expected to obey all rules of the road and traffic laws when coming and going to school, which includes wearing a helmet and other appropriate safety gear.

Long Valley School has a closed campus. Students are allowed to leave only when signed out by a parent/guardian or person listed on their emergency form.

Riding the school bus is a privilege, not a right. Students are expected to obey all bus rules and directions of the bus driver. The bus driver may issue citations for any infractions and refer student to the Site Administrator for further disciplinary action including losing the privilege of riding the bus. Please note a camera system is operational for safety and security purposes.

Basic Bus Rules are as follows:

- Be at the bus stop 5 minutes before scheduled pick-up time.
- When the bus arrives stand back at least twelve (12) feet and line up to enter the bus in an orderly fashion.
- Students are to remain seated and face forward at all times. Keep aisles clear.
- Seats may be assigned at any time.
- All parts of the body must be kept inside the bus.
- Remain silent at railroad crossings.
- Animals, breakable containers, weapons or any object that could be hazardous shall not be transported on a school bus.
- Students will be dropped off at designated stops.
- Go directly home from the bus stop. Do not talk to strangers and report anything unusual to the driver, parent, or school staff immediately.

The school's Transportation Safety Plan contains a complete set of rules and guidance for all bus passengers and their families; the Plan is available for review at the school office and on the school's website.

If your child does not normally ride the bus, please make arrangements in advance to ensure a seat is available.

Recess and Playgrounds Expectations/Rules

Students are to stay in direct sight of the yard duty supervisor at all times. Do not leave the playground. Students may not leave to go to the office or classroom without a pass from the appropriate supervisor.

When the end of recess is signaled all play must stop, balls and equipment must be carried to correct storage area and line up in designated location in an orderly fashion.

Students must observe the following rules on all playgrounds:

- No littering or spitting.

- No “hands-on” contact such as pushing, wrestling, hitting, kicking, tripping or tackling other students.
- No running on sidewalks.
- No throwing sand, rocks, snowballs, or grass.
- No hand holding, hugging, kissing, or other types of inappropriate behaviors.
- No throwing or kicking balls or other equipment near the building.
- Any adult supervisor may stop a game or activity they feel is unsafe.
- Equipment is to be used in a manner in which it is designed for.
- Use tables correctly and sit on the seats.
- Do not swing on or kick tether balls.
- Swings: one person at a time, sit in the saddle, swing forward and backward, keep your hands on the chain, no jumping out of the swing.
- Slides: one person at a time, slide down only, keeping feet inside the slide, sitting on their bottom, feet first. Do not put dirt, snow or any other object on the slide.
- Bars and Equipment: No pushing, shoving, or jumping off, hold on with both hands.
- Balls: Kick only balls intended to be kicked (soccer & football) Bounce balls are not designed for kicking. No hard balls, golf balls or other balls supervisor considers dangerous are permitted.
- Jump ropes are for jumping games only.
- No toys, balls, or other equipment may be up on the structures.

Winter in snow country brings special concerns. Students need to be dressed appropriately. We attempt to provide snow free areas for play but this is not always possible. It is a good idea to send back-up clothing in case your child gets extremely wet and uncomfortable. Students are to stay out of puddles and icy areas, are not allowed to throw ice or snow, and may not harm or destroy other’s snow creations.

Cafeteria and Playground supervisors will use the following guidelines for students not complying with the rules.

- A verbal warning is given to correct the child’s behavior.
- A second warning and a consequence is given. An example is the student may be moved to a new location or activity.
- Third incident the student will have a time out from play no more than 5 minutes.
- A discipline note will be given to the classroom teacher.
- If these interventions have failed to change the student’s inappropriate behavior, the student will be referred to the Administrator’s Office.

Illegal, Dangerous, or Prohibited Items

No weapons, drugs or alcohol are allowed at school. Possession, sales, or the furnishing of any of the above items will result in an immediate referral to the Site Administrator. The student found in the possession of any of the above items may be suspended or expelled from school.

Video Surveillance

Students and families are hereby notified security video cameras are installed at each school. Cameras are located only in public areas and not used in areas where there is a reasonable expectation of privacy. Specific uses of video are detailed in Board Policy 5014.

Personal Belongings

Students may not bring toys, sports equipment, music devices, cameras, video recorders, hand-held games or other similar items from home. The school discourages these items due to distractions they cause from the educational program.

Cell phones present a MAJOR distraction and temptation to focus on things other than student success and learning. In the event of an emergency the school staff will contact parents to ensure correct information is provided.

If students are to carry a cell phone the following rules apply:

- Kept in backpacks/turned off and out of sight at all times during the school day
- (Including anywhere on campus, on the bus, or during off-campus field trips)
- If you violate these rules, any school personnel will confiscate the phone and parents must come to the school to pick it up. After one infraction the student may be suspended.

Vandalism, Loss and Theft

Students will be provided books, instructional materials, and equipment. They are expected to treat these items with care. Parents will be required to pay for items lost or damaged by the student or by incident of vandalism. Please be aware that replacement of textbooks and equipment is costly.

Parking and Traffic Control

When entering the school parking area, please enter follow the posted signs and adhere to the arrival and departure procedures. Vehicles must be parked in designated parking areas only. Vehicles may not be left unattended with the engine running. Watch for students and drive slowly.

Pets must be restrained and left in the vehicle away from students.

Appointments with Staff

Administrators and teachers have many commitments throughout the school day and beyond the hours of the student's school day. If you wish to meet with school staff, please make an appointment by sending a note or calling the office. Often it is helpful to leave appropriate information so that when your call is returned School Administrators and/or teachers will be prepared with the information you need. We will return your call as soon as possible. If you are unable to keep an appointment, please contact the school as soon as possible.

Visitors and Volunteers

For the safety of all students, the school has adopted Board Policy 5007 which provides guidelines for volunteers and visitors. Requirements of the policy include scheduling visits/classroom volunteering, fingerprinting/background checks and tuberculosis certification. A copy of this policy is available at the school office or on the school's website.

- Please note all parents and guests must check in at the office **with the secure visitor management system, which includes scanning a valid government issued identification. If you anticipate an issue with completing this process, please contact the Principal before your visit to discuss.**
- Students from other schools may not attend classes as a guest.
- Any parent, guardian, or other person whose conduct disrupts a school activity is guilty of a misdemeanor.

Communication with Students at School

We strive to keep distractions in the classrooms to a minimum. If a parent needs to get a message to a student, we will be happy to take the message and deliver it to the student when they are not in the classroom, i.e., recess, lunch, etc. Students will not be called out of class to talk on the phone unless the Site Administrator or designee has determined that there is an emergency need for the student to speak to someone on the phone.

Personal business with your student should be taken care of outside the normal school hours as much as possible. Lunches, books or other items the student needs may be left with the office and will be delivered to your child's class

Parent/Guardian Involvement

Long Valley School encourages support in many forms from parents and interested community members. The school has a site-level committee, which is comprised of parents/guardians, students and staff members. Parents are the driving force of this group. Information about this committee is available at the office.

Lost and Found

The school maintains a lost and found box. Ask at the office if you would like to retrieve any lost items. Periodically throughout the year if items are not claimed they will be donated to a charity.

Computer Use

Students are required to use computers to complete many assignments and assessments. Teachers utilize many “on-line” activities to instruct students. Students and parents must complete a computer use agreement. We do provide “blocks” and are vigilant in supervision of computer use. Computer use is a privilege and as such students must treat the equipment with care and respect.

Field Trips

~~Due to COVID-19 concerns, no field trips are planned at this time.~~

Field trips are considered a privilege and an extension of the educational program. Students who do not meet school expectations for attendance, academic performance, or behavior may be deemed ineligible to participate.

Eighth Grade Promotion

To ensure Long Valley School students are prepared for the rigors of a high school program, it is required that all students show mastery of skills and standards in the following subjects:

- Reading / Language Arts
- Math
- History-Social Studies
- Science
- PE
- Electives/Computer Skills

A diploma and participation in the promotion ceremony will be awarded to those students who show mastery on at least ~~80~~85% of the standards in each subject area.

Sports Eligibility

In order to participate in sports activities, students must demonstrate satisfactory educational progress by maintaining a minimum:

Grades K-3:

- ‘2’ average in all core subjects (Language Arts, Math, Social Studies, Science) without any ‘1’s, and a satisfactory citizenship grade.

Grades 4-8:

- ‘2’ average in all core subjects (Language Arts, Math, Social Studies, and Science) without any ‘1’s, and a satisfactory citizenship grade
- Each participating student must have a *Sports Activities Grade Report* filled out by their teacher each Monday to verify they are eligible for participation that week.

- Students must be present at school the entire day of the event or practice (excluding medical/dental appointments) to participate or on the last day of school preceding the event if the event is on a holiday or weekend.
- Students may not participate in sports activities during any day they are excused from physical education during the regular school day.
- If a student has an unexcused absence the day following a game (Tuesday – Friday) they are not allowed to play in the next scheduled game.

Coaches will make every effort to ensure that all players have an appropriate amount of playing time.

Lice and/or Other Contagious Diseases

Long Valley School adopted and implemented a comprehensive set of health, safety, and risk management policies. It is our intent to operate a safe, risk-free school to protect students and staff alike. These policies were developed in consultation with the Charter School's insurance carriers.

Head lice outbreaks have become common in schools and do not reflect upon a person's living conditions. All lice are about is finding a warm head on which to live. They spread easily among school children as they may transfer from head-to-head or from clothes or personal items such as combs, brushes and hats.

Long Valley School practices a no nit policy to control the spread of head lice. When head lice are identified on children in school, the school will take preventative measures to ensure school facilities are lice free. When a student has been screened for head lice and lice and/or nits (eggs) are found, the student's parent is called and is asked to pick up his/her child. Bus transportation home is not available.

The parent is instructed as to the procedure for lice and nit removal. The parent is informed at this time that his/her child is excluded from school until all live lice and nits have been removed. The student will be checked by the school administrator or designee, before the child can return to the classroom. If nits or lice are found, the student will again be sent home.

In the best interest of all staff and students, we are concerned of any contagious diseases that may be spread. We are not qualified to make diagnosis but, we would be remiss if we did not ask a parent/guardian to have their child seen by their healthcare provider if we are concerned by a rash or other symptoms. We will follow the guidelines for recommended procedures from the Lassen County Health Department in the absence of a specific board policy. For the health and safety of others, please contact the office if your child is being treated for any rash or other contagious disease.

DISPUTE RESOLUTION

Long Valley Charter encourages parent/guardian participation in decision making and seeks constructive comments to help improve the school's educational program. Long Valley has adopted Policy 7010 for dispute resolution which is available on the www.longvalleycs.org website; a summary of the policy follows.

Complaints about School Personnel

Steps to follow:

1. Notify the person the complaint concerns to seek resolution.
2. If unresolved, contact Site Administrator in writing.
3. If still unresolved, the complaint may be referred to the Executive Director
4. Review by the Board may be requested

Complaints about Instructional Program/School Processes

Submit a written complaint to the Executive Director. (The board policy includes a form that may be utilized for this purpose.)

APPENDIX A

2025-2026 PARENT/GUARDIAN ANNUAL NOTICES

Dear Parent/Guardian:

State and Federal law requires charter schools to provide annual notice to parents/guardians of certain rights and responsibilities. Long Valley Charter School is the non-profit corporation that operates both Long Valley School and Thompson Peak Charter School ("Charter School" or "Charter"). Parents/Guardians are required to acknowledge receipt of this annual notice by signing the handbook receipt, of which this document is Appendix C. If you have any questions, please contact our main office at 530-827-2395.

CURRICULUM, INSTRUCTION, AND EVALUATION

Availability of Prospectus

A prospectus of the Charter School's curriculum, including titles, descriptions, and instructional aims of every course offered, is compiled each year and is available to parent(s) or legal guardian(s) for review upon request at the Charter School's office at the following locations:

Long Valley School:

436-965 Susan Drive, Doyle, CA 96109

257 E. Sierra Street, Portola, CA 96122

Thompson Peak Charter

995 Paiute Lane, Susanville, CA 96130

Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the state assessments shall be granted. Upon request, parent(s) or guardian(s) have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student is over age 18 or parent/guardian for those under 18 opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the Student (or parent/guardian if the Student is under 18) has opted out by or before February 1.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students in select grades. Elementary school parents or guardians provide written permission for student participation; middle and high school parents or guardians are given the option to decline their child's participation. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. Permission slips will be distributed prior to administering the survey.

Student enrolled in grades 9-12 have the option of dually enrolling in courses at Lassen Community College in Susanville, CA or Feather River College in Quincy, CA.

Workplace Readiness Week and Work Permits

The week of each year that includes April 28 shall be known as "Workplace Readiness Week." All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: <https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf>

Human Trafficking Prevention

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

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment for grades 5, 7, 9, and 11. You have the right to excuse your child from all or part of instruction on prevention of human trafficking. An opt-out form will be provided prior to instruction or you may request the form from the school office. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

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

Physical Fitness Test (“PFT”)

Annually students in grades 5, 7, and 9 are administered the California Physical Fitness Test. Students who are physically unable to take the entire test are to be given as much of the test as their condition will permit.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental or guardian consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

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

Anonymous, voluntary, and confidential research and evaluation tools to measure student’s health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to 7th to 12th grade students. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

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

Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

The Charter School shall confirm that each of its students in grade 12 completes and submits a FAFSA to the United States Department of Education, or if the student is exempt from paying nonresident tuition pursuant to Education Code section 68130.5, a California Dream Act Application to the Student Aid Commission. Students who are exempt or whose parent/guardian (if the student is a minor) have opted-out will not be required to comply.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, 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; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director/Superintendent at (530) 827-2395 to obtain this information.

STUDENT HEALTH & SAFETY

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 has elected to offer an athletic program, 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 the athlete is evaluated by, and receives written clearance from, a licensed health care 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.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent 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.

Diabetes

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

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

A copy of the information sheet regarding type 2 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Beginning 1/1/2023, the Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Immunizations

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

These required immunizations include:

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

Students enrolled in an independent study program without classroom-based instruction may be exempted from vaccination requirements. The school is still required to maintain records of immunization. Unimmunized students may not participate in on-campus/resource center classes.

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

https://stacks.cdc.gov/view/cdc/134209/cdc_134209_DS1.pdf

Mental Health Services

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

Available on Campus:

- **School-based counseling services** – you or your child is encouraged to directly contact the Principal or Site Administrator to initiate counseling opportunities. The Charter School contracts with mental health professionals to provide individual sessions, group or parent or guardian consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- **Special education services** – if you believe your child may have a disability, you are encouraged to directly contact the Principal or Site Administrator to request an evaluation.
- **Prescription medication while on campus** – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the Principal or Site Administrator to request a meeting.

Available in the Community:

- Plumas County Behavioral Health 270 County Hospital Rd, Quincy, CA 95971, 530-283-7050
- Lassen County Behavioral Health, 555 Hospital Lane, Susanville, CA 96130, 530-251-8108, 24-hour crisis line: 888-530-8688

Available Nationally:

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

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement.

Pesticide Notification

The Charter School shall annually notify parents/guardians of pesticides expected to be applied during the year. We expect to use the following pesticides in your school this year:

Revised: August 2025

Name of Pesticide	Active Ingredients
"ORTHO" Home Defense	Bifenthrin, Zeta-Cypermethrin
MaxAttrax Ant Bait	Indoxacarb
TERRO outdoor Liquid Ant Bait Stakes	Sodium Borate

You can find more information regarding these pesticides at the Dept. of Pesticide Regulation's website www.cdpr.ca.gov. You may view a copy of the Charter School's integrated pest management plan on the website www.longvalleycs.org. Parents/guardians may request prior notification of pesticide applications at the school site. Notifications will be made through Parent Square at least 72 hours prior to application. A request for notification is available at our offices or on our website. Note self-contained bait stations are exempt from notification, posting, and reporting requirements. Questions regarding the integrated pest management plan can be directed to the Principal, Site Administrator or Jerad Morgan at 530-832-5507.

Physical Examinations and Right to Refuse

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

Pregnant and Parenting Students

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

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

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

Sherri Morgan, Executive Director/ Superintendent PO Box 7, Doyle, CA 96109

(530) 827-2395

A copy of the UCP is available upon request at the school office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director/Superintendent.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the school office and on the website.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the school office.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. The following asbestos-related activities are planned or in progress at the Charter School: re-inspection schedule is established to visually inspect asbestos containing materials every six months to ensure they remain in good condition.

Use of Security Cameras on Campus

The Long Valley Charter School is committed to the safety and security of its students, staff, parents/guardians, and visitors. To help ensure and enhance the safety of the LVCS community and foster a secure learning and teaching environment, Charter School utilizes camera surveillance equipment for security.

Security cameras will only be utilized in public areas where there is no reasonable expectation of privacy. Such public areas may include school buses, building entrances, front offices, lobbies and main entries, hallways, gymnasiums, cafeterias, parking lots, and supply rooms. Charter School security cameras will not be installed in restrooms, locker rooms, changing areas, private offices (unless consent by the office owner is provided), nurse's office, classrooms, or other areas where there is a reasonable expectation of privacy.

There will be no monitoring of live recordings, except in cases of reasonable suspicion of an emergency or safety concern. Reasonable suspicion means a sufficient probability or articulable facts that there is an emergency or safety concern. A review of recordings will only occur when a suspected incident is committed inside or outside the Charter School buildings (e.g., vandalism, graffiti, fighting, etc.). Such a review will be completed by authorized personnel who are expressly designated by the Principal or Site Administrator.

Any video recordings captured by Charter School's security cameras are the sole property of Charter School. Release of such recordings will be made only as permissible, pursuant to applicable laws, and with the permission of the Principal, Site Administrator, or a designee. All video recordings are stored in secure, password protected servers to avoid tampering with footage and to ensure confidentiality in accordance with applicable laws and regulations. Recordings will be saved for no less than thirty (30) days.

Signage will be posted at school buildings to alert students, staff, parents/guardians, and visitors regarding the use of security cameras. Students, parents/guardians, and staff will receive this Notice at the beginning of the school year regarding the use of security cameras.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

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 following link: <https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf> This information sheet will also be distributed prior to the start of each sport.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

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

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH"), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch [can be found here](#).

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

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

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
 - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Campus Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

STUDENT & FAMILY RIGHTS AND COMPLAINT PROCEDURES

Involuntary Removal Process

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

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

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

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

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

Lost or Damaged School Property

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

Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Family Engagement and Parent Involvement

The Charter School encourages all families to participate and get engaged and involved in the education of their child/children. The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Title I Parent/Guardian Involvement Policy 6016 and Parent/Guardian Involvement and Family Educational Rights Policy 6002 leverages and promotes active involvement of all families as partners with schools to ensure student success. For a copy of the policies, please see the following links or request a copy from the school office:

<https://www.longvalleycs.org/documents/Policies/Policies%202017/6002%20Family%20Educational%20Rights%206-28-07.pdf>

<https://www.longvalleycs.org/documents/Policies/Policies%202017/6016-Title-I-12-13-18-A.pdf>

School Meals and Student Wellness

In accordance with CA law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch on each school day on which the student is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are provided and can also be obtained on the Charter School website and in the main office. Completed application forms can be returned to the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Policy is available upon request at the school office and on the school's website. Income eligibility guidelines for federally funded free and reduced-price meals are available at: <https://www.cde.ca.gov/ls/nur/rs/>

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW, Washington, D.C. 20250-9410; or
fax: (833) 256-1665 or (202) 690-7442; or email: Program.Intake@usda.gov

Charter School is an equal opportunity provider.

Nondiscrimination Statement

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

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

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

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link:
<https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>

Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Sherri Morgan, Executive Director/ Superintendent
PO Box 7, Doyle, CA 96109
(530) 827-2395

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

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage,

nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

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

Uniform Complaint Procedure

The Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying complaints against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, immigration status/citizenship, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on 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 that receives or benefits from state financial assistance. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).
2. Complaints alleging a violation of state or federal law and regulations governing the following programs:
 - Accommodations for Pregnant, Parenting, or Lactating Students
 - Adult Education Programs
 - Career Technical and Technical Education and Training Programs
 - Child Care and Development Programs
 - Consolidated Categorical Aid Programs
 - Every Student Succeeds Act
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Migrant Child Education Programs
 - Regional Occupational Centers and Programs
 - School Safety Plans
 - State Preschool Programs
3. Complaints alleging noncompliance with laws relating to pupil fees. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees are filed with the School Executive Director/Superintendent of the Charter School. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Principal

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Sherri Morgan, Executive Director/ Superintendent
PO Box 7, Doyle, CA 96109
(530) 827-2395 smorgan@longvalleycs.org

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

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) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

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

Educational Records, including Challenges, Directory Information, and CCGI Notice

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

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents/guardians or eligible students should submit to the School Director or designee a written request that identifies the records they wish to inspect.

The Charter School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

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

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

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

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office-U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

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

FERPA permits the disclosure of PII from student's education records, without consent of the parent/guardian or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders

or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent/guardian or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents/guardians and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents/guardians or the eligible student to the following parties:

1. To other Charter School officials who have legitimate educational interests as defined by 34 C.F.R. Part 99.
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the pupil intends to enroll. Charter School will make a reasonable attempt to notify the parent/guardian or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent/guardian or eligible student. Additionally, Charter School will give the parent/guardian or eligible student, upon request, a copy of the record that was disclosed and give the parent/guardian or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above.
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions.
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F).
6. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
7. To parents/guardians of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
8. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)). Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent/guardian or eligible student of the order or subpoena in advance of compliance, so that the parent/guardian or eligible student may seek a protective order.
9. To appropriate officials in connection with a health or safety emergency, subject to §99.36.(§99.31(a)(10)).
10. State and local authorities, within a juvenile justice system, pursuant to specific State law.
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents/guardians, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School.
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

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

Student's name	Parent's/guardian's address
Student's address	Telephone listing
Student's electronic mail address	Parent's/guardian's electronic mail address
Photograph	Date and place of birth
Dates of attendance	Grade level
Participation in officially recognized activities and sports	Weight and height of members of athletic teams
Degrees, honors, and awards received	The most recent educational agency or institution attended

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

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

smorgan@longvalleycs.org PO Box 7, Doyle, CA 96122, 530-827-2395. A copy of the complete Policy is available upon request at the main office.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"¹) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"²) and will:

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

SPECIAL POPULATIONS

Education of Foster Children and Mobile Youth

The Charter School has adopted a policy governing the education of foster youth, consistent with state and federal law.

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

- "*Foster youth*" means any of the following:
 1. A child who has been removed from their home pursuant to Section 309 of the Welfare and Institutions Code.
 2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
 3. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.³
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

• "Former juvenile court school student" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

• "Child of a military family" refers to a student who resides in the household of an active-duty military member.

• "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- "*Newcomer pupil*" is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a "pupil participating in a newcomer program," as defined in Education

¹ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

² CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

³ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer student will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff members as the Liaison for Foster and Mobile Youth:

Long Valley Doyle:	Misty Brussatoli, Director, mbrussatoli@longvalleycs.org 530-827-2395
Long Valley Portola:	Jerard Morgan, Asst. Director, jmorgan@longvalleycs.org 530-832-5507
Thompson Peak Charter:	Stephanie Preston, Asst. Director, spreston@longvalleycs.org 530-257-7300

The Foster and Mobile Youth Liaisons' responsibilities include but are not limited to the following:

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

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

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

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

1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional

graduation requirements”) unless the Charter School makes a finding that the student is reasonably able to complete the Charter School’s graduation requirements by the end of the student’s fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student’s school enrollment, or, for students with significant gaps in school attendance, the student’s age as compared to the average age of students in the third or fourth year of high school may be used, whichever will qualify the student for the exemption. In the case of a newcomer pupil, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student’s social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School’s additional graduation requirements and the student’s parent/guardian/educational rights holder. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil’s postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil’s academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School’s additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student’s request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court’s jurisdiction of the pupil has terminated.

An eligible student’s exemption from the Charter School’s additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court’s jurisdiction terminates or the student no longer meets the definition of a Foster and Mobile Youth.

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

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

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

1. Consult with the student of the student’s option to remain at the Charter School for a fifth year to complete the Charter School’s graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School’s graduation requirements will affect the student’s ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School’s graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.
5. For a student identified as a foster youth, consult with the student, and the student’s ERH, regarding the student’s option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School’s additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student’s fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School’s graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the educational rights holder regarding all of the following:

1. The pupil’s option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil’s postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the **following** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the educational rights holder, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:
 - a. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
 - b. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the educational rights holder shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

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

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

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

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

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

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

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

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

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete Education for Foster and Mobile Youth Policy #6010 shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the school office or on our website.

Education of Homeless Children and Youth

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

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

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison. Charter School Liaison: The Executive Director/Superintendent or designee designates the following staff person as the Charter School Liaison for homeless students ((42 USC 11432(g)(1)(J)(ii) & (e)(3)(C)(i)(IV).):

Jerad Morgan, Assistant Director PO Box 7, Doyle, CA 9610 530-827-2395 jmorgan@longvalleycs.org

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

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

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

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

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

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

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

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian⁴ in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

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

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

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

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

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

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

⁴ "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

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

1. Consult with the student and ERH of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19..
2. Consult with the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

2. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
3. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
4. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
5. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the **following** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
 - i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
 - ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

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

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

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the school office or on the school's website at the link below.

<https://www.longvalleycs.org/documents/Policies%202017/6009%20McKinney%20Vento%20Homeless%20Youth%20Policy%209-10-13.pdf>

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent/guardian of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the principal or site administrator. A copy of the Charter School's Section 504 policies and procedures is available upon request.

Special Education/Students with Disabilities

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

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Stephanie Preston, Asst. Director, 530-257-7300.

APPENDIX B: COMPLETE POLICIES

Suspension and Expulsion Policy

Adopted/Ratified: 5/16/17 Revision Date: 8/10/23

The policy is in the process of revision and is anticipated in September 2025. Notification of this update will be announced upon approval.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, or expulsion or involuntary removal.

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

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

The Charter School administration shall ensure that students and their parents/guardians ^[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon request at site administrator's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, and shall inform them of the basis for which the pupil is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If a parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; 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 pupil's own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their 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 their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision © of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 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.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault 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 pupil's own prescription products.
 - 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 their own safety or for their 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 their 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 © of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 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 Executive Director or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

- d) Committed or attempted to commit a sexual assault 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, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

The term "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 3 ½ inches, (D) a folding knife with a blade that locks into place, or € a razor with an unguarded blade.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director/ Superintendent or designee with the student and their parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director/ Superintendent or designee.

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Board of 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 (3) members who are certificated and neither a teacher of the pupil or 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

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director/ Superintendent or designee determines that the pupil has committed an expellable offense.

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

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

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

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

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

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notices of his/her scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 the complaining witness 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 the complaining witness 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 the complaining witness 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 their discretion to remove a person from the hearing whom they believe 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/guardian, 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

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

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

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on a probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in "Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director/ Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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.

N. Rehabilitation Plans

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

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director/ Superintendent or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's/Superintendent's or designee's determination. The Board shall then make a final decision regarding readmission or readmission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or readmission to the Charter School.

P. Notice to Teachers

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

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy or independent study missed assignments policy and only after the Charter School follows the requirements of the Attendance policy and/or Independent Study Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy/failure to adhere to the terms of the independent study policy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. 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/guardian, 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/guardians 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/guardian, 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/guardian, 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/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then 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/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School, believing that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians; 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/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Title IX Policy Prohibiting Discrimination On The Basis Of Sex Policy 6015

Adopted/Ratified: 09/18/2024

Revised: 08/20/2025

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Long Valley Charter School ("Charter School") to address sex discrimination, including but not limited to sexual harassment, occurring within Charter School's education program or activity.

Charter School 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.⁵

This Policy applies to conduct occurring in Charter School'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 Charter School 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 Charter School Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

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 Charter School.

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 Charter School conditioning the provision of an aid, benefit, or service of Charter School 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 Charter School'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 Charter School.

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.

⁵ Charter School 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.

- 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 Charter School's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School 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 Charter School'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 Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of Charter School ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Sherri Morgan, Executive Director/Superintendent
P.O. Box 7, Doyle, CA 96109
smorgan@longvalleycs.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Misty Brussatoi, Director
P.O. Box 7, Doyle, CA 96109
(530) 827-2395
Mbrussatoi@longvalleycs.org

The Coordinator is responsible for coordinating Charter School'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 Charter School, 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 Charter School'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 Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

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. Charter School 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

Charter School 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

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

Response to Sexual Harassment

Charter School 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.

Charter School'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 Charter School'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. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair Charter School'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**

Charter School 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 Charter School'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.

Charter School requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by Charter School 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.

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

Charter School 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.

Charter School 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 Charter School, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.⁶ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

Charter School 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;
- Did not occur in Charter School's education program or activity; or
- Did not occur against a person in the United States.

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

- The respondent is no longer enrolled or employed by Charter School;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent Charter School 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) therefor simultaneously to the parties.

Dismissal under Title IX does not preclude action under another applicable Charter School 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:

- Charter School'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 Charter School prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

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

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School 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 Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School will not offer or facilitate informal

⁶ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

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, Charter School 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. Charter School 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 Charter School 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, Charter School 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 Charter School 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 Charter School'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 Charter School 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 Charter School's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the President of the Charter School 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 Charter School'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 Charter School 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 Charter School.

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

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

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

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 Charter School 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.

Signature of Complainant

Date: _____

Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Professional Boundaries: Staff/Student Interaction Policy

Long Valley Charter School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

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.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

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

- (a) Remarks about the physical attributes or development of anyone.

- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (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.

Suicide Prevention Policy #6013

Adopted: 11/7/17

Revised: 10/30/2020; 08/20/2025

The Board of Directors of Long Valley Charter School ("Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter School school-employed mental health 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, the county mental health plan, first responders, and community organizations to identify additional resources to ensure this policy is aligned and includes similar research and resources, as well as to assist in planning, implementing, evaluating, and updating the Charter School's strategies for suicide prevention and intervention. Charter School shall work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. To ensure the policies regarding suicide prevention are properly adopted, implemented, updated, and easily accessible to all, Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for Charter School. The suicide prevention point of contact for Charter School and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least every five (5) years in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students. The SPCT includes the following individuals:

1. Misty Brussatoi, Director
2. Stephanie Preston, Asst. Director
3. Jerad Morgan, Asst. Director
4. Lisa Riche, Certified Wellness Coach
5. Parent Designated Annually by the Executive Director

To ensure the SPCT reflects the student body's perspective, Charter School has designated the following volunteer student representatives to provide consultative insights:

1. 6th-8th Grade Student Representative
2. 9th-12th Grade Student Representative

Charter School designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

Revised: August 2025

- Primary Liaison: Misty Brussatoi, Director, mbrussatoi@longvalleycs.org, 530-827-2395
- Secondary Liaison: Stephanie Preston, Asst. Director, spreston@longvalleycs.org, 530-257-7300

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school 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 the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

Employee Qualifications and Scope of Services

Employees of Charter School shall 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 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.

Suicide Awareness and Prevention Training for School Staff

Charter School, along with its partners, has carefully reviewed available staff training to ensure the curriculum is evidence-based, evidenced informed, aligned with best practices in suicide prevention, and promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training and professional development shall be provided for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool program staff).

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists, social workers, or nurses) who have received advanced training specific to suicide prevention. Charter School has collaborated with Lassen County Office of Education and Lassen County Behavioral Health to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on prevention and protective factors such as the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall 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). Core components of the general suicide prevention training shall include:
 - a. How to identify youth who may be at risk for suicide including suicide risk factors, warning signs, and protective factors.
 - b. 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.
 - c. Charter-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.
 - d. Charter-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).
6. **In addition to** core components of suicide prevention, ongoing annual staff professional development for all staff shall include the following components:
 - a. The impact of traumatic stress on emotional and mental health.
 - b. Common misconceptions about suicide.
 - c. Charter 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 of 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 is having thoughts of suicide. Specifically, how to talk with a student about their thoughts of suicide, including skill building to ask directly about suicide thoughts and warm handoffs.
- g. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures will emphasize that the student should be constantly supervised until a suicide risk assessment is completed.
- h. Charter School-approved procedures for identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
- i. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide.
 - Youth with a history of suicide ideation or attempts.
 - Youth with disabilities, mental illness, or substance abuse disorders.
 - Lesbian, gay, bisexual, transgender, or questioning youth.
 - Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - Youth who have suffered traumatic experiences.

Specialized Professional Development for 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 Charter School. Training for these 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 School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter School-approved tool. Colombia-Suicide Severity Rating Scale (C-SSRS)
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

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.

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, 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 Charter School protocols.

Charter School has determined a process and protocols for 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.

Parents, Guardians, and Caregivers Notification, Participation and Education

1. Charter School includes parents/guardians/caregivers in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page and included in the parent/student handbook. Parents/guardians/caregivers are invited to provide input on the development, review, and implementation of this policy.
3. Charter School shall notify the parent/guardian/caregiver when a student has been screened or screened/assessed for suicide risk regardless of outcome

4. Charter School shall establish and widely disseminate 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.
5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to approach and talk with their child(ren) about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any child/youth judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - d. Charter School's referral processes and how they or their children can reach out for help, etc.
8. Parent/guardians are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and school and community-based supports and 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.
9. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, 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.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Charter School along with its partners has carefully reviewed and will continue to 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.

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Charter School provides instruction to middle and high school students on general mental health and suicide prevention... The Charter School's instructional curriculum, shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. The instruction is provided under the supervision of 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:

- a. Coping strategies for dealing with stress and trauma.
- b. How to recognize behaviors (warning signs), protective factors, and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- e. Guidance regarding the district's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education). Charter School maintains a list of current student trainings, which is available upon request.

Charter School has shared 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. Charter-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.

Charter School supports the creation and implementation of programs and/or activities on campus that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks and Sandy Hook Promise programs).

Charter School will include the following information on all student identification cards:

1.
 - National Suicide Prevention Lifeline/Suicide Crisis Lifeline:

- Call or Text “988”
- Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline telephone number

2. In addition to listing the above resources on student identification cards, Charter School shall include the following language: *“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 or text the phone numbers listed here for free, confidential support.”*

Charter School shall establish and widely disseminate 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 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.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, and then notify the student’s parent/guardian as soon as possible if appropriate and in the best interest of the student. 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 suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

A. Action Plan for Suicide Attempts on Campus or During School-Sponsored Activity

Charter School shall implement the following response protocol for suicide attempts during the school day.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 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.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student’s physical safety by one or more of the following, as appropriate:
 - a. providing immediate first aid as needed, until a medical professional is available.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened and report any medications taken, and access to weapons, if applicable.
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
 - i. Students should only be released to parents/guardians/caregivers/families or to a person who is qualified and trained to provide help.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians 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 prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow up care is still not provided, Charter School should consider contacting Child Protective Services to report neglect of youth.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

B. Action Plan for Off Campus Suicide Attempts

In the event a suicide occurs or is attempted during the school day on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Charter School activities to notify a teacher, the Executive Director, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School shall implement the following steps during or after a crisis:

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

Charter School shall implement the following steps upon the student's re-entry:

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

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

Messaging About Suicide Prevention

Charter School along with its partners shall:

1. Thoroughly and regularly review with its partners, all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.
2. Ensure that all communications, documents, materials related to messaging about suicide focus on warning signs as well as risk, prevention, and protective factors, avoid discussing details about methods of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes 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
"Died by suicide" or "Took their own life"	"Committed suicide" Note: Use of the word "commit" can imply crime/sin
"Attempted suicide"	"Successful" or "unsuccessful" Note: There is no success, or lack of success, when dealing with suicide

3. Provide suicide prevention resources in parent/student handbooks and on school-issued identification cards for staff and students, on school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact deceased's family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
 - a. Review signs of emotional distress and suicide ideation.
 - b. Review of protocols for referring students for support/assessment.

- c. Develop and provide supports to staff in responding to student reactions.
 - d. Talking points for staff to notify students.
 - e. Share school and community-based resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and immediately refer them to a school-based mental health professional.
 5. Identify students affected by suicide death but not at risk of imitative behavior.
 6. Communicate with the larger school community about the suicide death and availability of support services. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
 7. Consider, (in consultation with the family) funeral arrangements for family and school community.
 - o If possible, suggest the funeral occur outside of school hours.
 - o Encourage parents/guardians of students to attend funeral/memorial with their children.
 - o 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.
 - o Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
 - o 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.
 8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
 9. Identify media spokesperson to cover story without the use of explicit, graphic, or dramatic content, if needed.
 10. Utilize and respond to social media outlets:
 - o Identify what platforms students are using to respond to suicide death.
 - o Identify and encourage staff and students to monitor social media outlets.
10. Include long-term suicide postvention responses:
- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 - b. Support siblings, close friends, teachers, and/or students of deceased.
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

APPENDIX C

**ACKNOWLEDGEMENT OF RECEIPT OF
2025-26 HANDBOOK & ANNUAL NOTICES**

The Student Family Handbook may be reviewed online at:

<https://www.longvalleycs.org/Parents--Students/Forms-and-Documents/Handbooks--Annual-Notices/index.html>

If you prefer a printed copy, please see below.

I acknowledge that I have received a copy (digital or printed) of the Student-Family Handbook, which includes the Annual Notices. I understand that I am responsible for knowing the procedures and policies within this document.

Student Name(s) Printed: _____

Student Signature(s): _____

Parent/ Guardian Name (Printed): _____

Parent/ Guardian Signature

Date

I've not yet reviewed the handbook. I'd prefer a printed copy to review.

Student Name(s): _____

Parent/ Guardian Name (Printed): _____

Parent/ Guardian Signature: _____

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: Action L: Cooling System for Long Valley (Doyle campus)

SUMMARY:

Reserved funds for major/deferred maintenance were designated in June 2025 in the amount of \$285,000. The school was only able to receive one estimate for a cooling system due to its remote location in the amount of \$83,310.33.

The Doyle campus utilizes the gymnasium daily and has determined the fans are insufficient during days of higher external temperatures.

Based on the gym's regular use and availability of funds, I am recommending approval of this project.

Recommended by: Sherri Morgan, Exec Director/ Supt.

☒ Approve as Presented ☐ Disapprove

This action item concerns:

- ☒ Long Valley School
- ☐ Thompson Peak Charter

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: Action M: Cooling System for Thompson Peak Charter

SUMMARY:

Reserved funds for major/deferred maintenance were designated in June 2025 in the amount of \$200,000-specifically for work in the currently unused gymnasium.

The additional cooling appears to be necessary only when the “great hall” has a large number of occupants coupled with higher external temperature—this happens about 2 days each year.

Currently, a project to replace the roof is a higher priority expenditure. Also, there is possible local grant funding available in the near future for a project to improve air quality. As a result of these factors, I believe it is a project we should not approve at this time. This could be reintroduced at such time other funding is available or after the roof project is completed and the school’s cash position is evaluated.

Recommended by: Sherri Morgan, Exec Director/ Supt.

☐ Approve as Presented ☒ Disapprove

This action item concerns:

- ☐ Long Valley School
- ☒ Thompson Peak Charter