



2018-2019 Parent/Student Handbook

Vision

*Creating innovators with skills to thrive
in the 21st century.*

Mission

*Provide a personalized learning and nurturing environment
focused on inspiring lifelong learners.*

Motto

Bringing the best together for student success.

Parent and Student Handbook

Dear Families,

Welcome to Family Partnership Charter School! We are pleased you have chosen our Charter School as your partner in education. Our goal is to provide your family with a personalized and supportive educational experience. Family Partnership seeks to serve students in an educational environment that offers flexible pacing and scheduling, is individually targeted, and is parent friendly. As outlined in our mission and vision, we strive to nurture lifelong learning that fosters innovation through a culture that promotes individual needs, parent collaboration and high achievement. We look forward to supporting you and your child in your educational journey.

We hope this will be a rewarding and memorable year for your family.

Sincerely,

The Family Partnership Leadership Team

School Information

Administrative Office

Mailing - P.O. Box 490
Santa Maria, CA 93456

Physical – 625 S. McClelland Ave.
Santa Maria, CA 93455

Phone: 805-348-3333

FAX: 805-348-3334

Website: <http://fpcharter.org>

Information: info@fpcharter.org

Resource Centers:

Solvang 320 Alisal Rd, Suite 206 Solvang, CA 93463 805-348-3333 x 7 805-348-3334 fax	Santa Maria Montessori 1331 E. Foster Rd Orcutt, CA 93455 805-348-3333 x 5 805-348-3334 fax	Orcutt High School 1157-K E. Clark Ave. Orcutt, CA 93455 805-348-3333 x 6 348-3334 fax
Santa Maria/BUSD 2880 Santa Maria Way, Suite C1 Santa Maria, CA 93455 805-348-3333 x 4 805-348-3334 fax	San Luis Obispo 1981 Vicente Dr. Build. C San Luis Obispo, CA 93405 805-348-3333 x 2 805-348-3334 fax	Morro Bay Montessori Blended 1130 Napa Ave. Morro Bay, CA 93442 805-348-3333 x 3 805-348-3334 fax

Chartering Agency

Blochman Union School District
4949 Foxen Canyon Road
Santa Maria, CA 93454 ~ 805-937-1148

Expected Schoolwide Learning Outcomes

Family Partnership Charter School believes that all students should be able to be the following, by the time they graduate in order to meet the demands of the 21st century:

▪ Academic Learners

- ✚ Who will be critical thinkers and problem solvers, capable of proposing, evaluating and using a variety of strategies and tools and able to demonstrate skills to produce solutions;
- ✚ Who exhibit intellectual courage by advocating for their own learning, seeking help as needed, and persevering when challenged;
- ✚ Who will demonstrate the ability to integrate technology into academic and personal pursuits;
- ✚ Who are empowered and independent learners – self-directed, self-disciplined, self-monitored and demonstrate self-corrective thinking; and
- ✚ Who are curious, inquisitive and dedicated to lifelong learning.

▪ Responsible Citizens

- ✚ Who demonstrate civic, social and environmental responsibility, and ethics including honesty and respect;
- ✚ Who actively participate by contributing to their communities (e.g. register to vote, care for the environment, advocate, volunteer);
- ✚ Who can convey information orally, visually and in writing to individuals and groups;
- ✚ Demonstrate the ability to listen effectively; and
- ✚ Have the ability to use technology to communicate and foster learning.

“A Personalized Education”

Curriculum, Education Resources, and Multi-tiered Systems of Support

Personalized Learning Programs

Family Partnership Charter School (“FPCS” or the “Charter School”) is a public school of choice with multiple approaches to personalized learning including Independent Study and/or Blended Learning in 6th-12th grades and Montessori Blended Learning in Kindergarten-Fifth grade. Meeting the individual needs of students and their families is the primary focus of Family Partnership. The Charter School has many tools to offer support of the student’s growth and educational development. In addition, there are a wide variety of daily activities a student and his/her family may participate in to meet the student’s goals as described in the Individual Learning Plan (“ILP”).

Textbooks, and access to computer software programs and selected educational materials and resources are provided to each student. A fully credentialed Advisor/Teacher will meet with you and your student on a regular basis to plan and monitor an ILP based on your student’s abilities and interests. Your Advisor/Teacher will also review and evaluate student progress. FPCS maintains individual student progress files, state-required attendance records, official student transcripts, annual standardized testing and graduation rates from 12th grade. FPCS is Western Association of Schools and Colleges (“WASC”) accredited.

Blended Learning Centers – 6-12 grades

Blended Learning is a formal education program in which a student learns:

- through online programs with some element of student control over time, place, path and/or pace;
- in a supervised resource center setting away from home; and
- in the modalities along each student’s learning path within a course or subject which are connected to provide an integrated learning experience.

Family Partnership resource centers provide a location where students can access resources, receive instruction and build relationships centered on personalized learning. Family Partnership

Advisor/Teachers work with students in small group settings or one-to-one. Teacher-directed instruction in English, math and science is offered in grades 6-8 two or three days a week. In grades 9-12, direct instruction in core subjects is available at scheduled intervals every week. Our small learning communities, when combined with relevant online curriculum and direct teacher support, can enable students to master core subjects and provide laboratory sciences and hands-on art and enrichment education. Students are encouraged to be active participants in their education, explore activities and careers, and participate in dual-enrollment college opportunities. Project-based learning activities such as the school science fair are a highlight of Family Partnership curriculum. Field trips to exciting venues and activities are frequently organized and encouraged.

Montessori Blended Learning

Family Partnership's Montessori program is designed to foster a child's natural inclination to learn. Montessori-trained teachers guide children's personalized learning experience by linking each student with activities that meet their interests, needs, and developmental level. Students interact in highly supportive, small class settings, filled with enriching resources, that are designed to allow movement and encourage collaboration. Our teachers guide their students learning experiences in a welcoming environment that is respectful and culturally sensitive. Kindergarten through fifth grade students attend class 3 and one-half days per week. The other day-and-a-half, students learn at home or from other interactive learning experiences within their community. Family engagement and field trips are supported and encouraged.

Independent Study

Those students who are highly motivated and ready to assume the responsibility for more self-directed learning or have parents who want to be their child's primary teacher, have the option of participating in Family Partnership's independent study learning program. Students meet with Advisor/Teachers on a weekly or bi-weekly schedule to support the student's learning goals.

Online curriculum is supplemented with text, learning libraries and resource materials. Independent study empowers student flexibility in where, how and when the students' study, so as to accommodate work or outside activities and competitions. Students can accelerate their learning or participate in college courses through dual-enrollment opportunities available with Allan Hancock, Cuesta or Santa Barbara City Colleges.

Curriculum

Family Partnership has developed its programs and selects curriculum aligned with the Common Core State Standards ("CCSS"). The most comprehensive information regarding high school courses, course pathways, curriculum and graduation requirements can be obtained in our School Curriculum Guide, which can be found under the parent tab on our website: www.fpcharter.org and includes titles, descriptions, and instructional aims to assist you in planning your student's learning pathway.

- ✚ **Edgenuity** is our primary online program for students in grades 6-12. Edgenuity's research-based instructional model meets the rigorous demands of the CCSS. These courses offer interactive and personal learning with the appropriate level of support for each student.
- ✚ **Houghton Mifflin Harcourt "Journeys"** textbook series is used in grades K-5 for core instruction in English Language Arts ("ELA"). "Math in Focus"- Singapore Math – is used to develop student's foundational understanding of math concepts and problem solving. Our science instruction uses "Mystery Science" as an online resource as well as offering students many opportunities for project-based learning and use of wet-lab materials.

Universal Design for Learning

Family Partnership has embraced the philosophy encompassed by Universal Design for Learning ("UDL"). UDL is designed to nurture the ability in students to become "expert learners". Whereas traditional curricula focus on content or performance goals, a UDL curriculum focuses on nurturing expert learning through higher expectations using flexible and varied methods that take into consideration the variability of learning in the context of the task, the learner's social/emotional resources and the classroom climate,

FPCS educators have been trained to design curricula using UDL strategies, approaches, procedures and routines that overcome potential barriers that could stand in the way of student's reaching their goals. They offer students more options and alternatives – varied pathways, tools, strategies and scaffolds for reaching mastery.

Multi-Tiered Systems of Support (“MTSS”)

MTSS, is an integrated, comprehensive framework that focuses on the alignment of systems necessary for all students’ academic, behavioral and social success. Through a process of universal screening, monitoring and documenting the performance of students engaged in UDL curricula focused on student-centered learning and differentiated instruction, various interventions may be employed to support continuous improvement to instruction, services and supports to match the needs of all students.

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 of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School’s Section 504 policies and procedures is available upon request.

High School Program

Family Partnership is accredited by WASC. Our high school students participate in a program of “Blended Learning” which combines on-line learning with face-to-face instruction. Our on-line learning platform – Edgenuity – provides a broadly diverse curriculum that can be accessed remotely and offers students great flexibility over the time, place, path and pace of their learning. To complement the on-line learning, Family Partnership Advisor/Teachers provide direct instructional guidance in a collaborative setting for students who attend classes one or two days a week in core subject areas of ELA, Mathematics, Science and Visual Art. This blended approach fosters greater student achievement and builds strong ties within our school community. In addition, student study is supplemented through project-based learning (senior projects, science fair) tutoring, and field trips.

Credits

High school credit is based upon work completed, not upon hours of “class time”. Be sure to become familiar with the course guidelines for each class. Plan each semester so that all required work is completed, and the student can receive full credit. Your Advisor/Teacher will help you to stay on track throughout the semester. Five credits (1/2 Carnegie unit) are earned for each semester course successfully completed. A maximum of 45 credits per semester is allowable from all sources without prior approval.

- Students can work at their own pace and will receive credit for work completed. It is unusual, however, for students to receive more credit per semester than they would earn in a traditional high school setting
- Independent Study should not be viewed as an alternative where students can rapidly make up credits they are lacking.
- Credits are only granted in increments of five (for semester courses) with the exception of credits awarded for community college work, project-based learning and courses based on minutes of participation.
- Students transferring from another school must submit a transcript from the previous school for evaluation.

High School Diploma

A student earning 220 high school credits, meeting subject area requirements, and successfully completing a senior project/portfolio will receive a high school diploma through FPCS. These credits may be taken through FPCS in the subjects offered or through a community college. Only the students who meet all graduation requirements will be eligible to participate in the graduation ceremony and will be granted a diploma. Diplomas and copies of the student’s transcript are mailed to eligible graduates within 30 days post-graduation.

Transcripts

Transcripts are often required for colleges and scholarship applications. An official transcript (cumulative record of grades) can be obtained by contacting the FPCS Administrative Office.

Graduation Requirements

Subject (a-g)	Family Partnership Requirement	UC/CSU Requirement
"a" History/Social Science Two years, including one year of world history, cultures and historical geography and one year of US History, or ½ year of U.S. history and ½ year of American Government or civics with a grade of C or better.	30 Semester Credits	2 years required: 1 year of Us History or ½ year US history and ½ year civics or government 1 year World History
"b" English 4 years of English with a grade of C or better.	40 Semester Credits	4 years required: College preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
"c" Mathematics 3 years of mathematics with a grade of C or better.	30 Semester Credits	3 years required, 4 recommended: College preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two and three-dimensional geometry.
"d" Laboratory Science 2 years of lab science in at least 2 of the 3 disciplines – Biology, chemistry and Physics with a grade of C or better.	20 Semester Credits	2 years required: Laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
"e" Language Other Than English 2 years of the same foreign language with a grade of C or better.	5 Semester Credits	2 years of the same language other than English or equivalent to the second level of high school instruction.
"f" Visual & Performing Arts 1 year of VAPA with a grade of C or better.	5 Semester Credits	One year chosen from dance, music, theater or the visual arts.
"g" College Preparatory Elective 1 year of an "a-g" elective with a grade of C or better.	55 Semester Credits	1 year required: Chosen from the "a-f" courses beyond those used to satisfy the requirements, of from approved a-g electives.
Career Tech/Vocational Life Skills	10 Semester Credits	No Requirement
Physical Education	20 Semester Credits	No requirement
Health	5 Semester Credits	No Requirement
Total	220 Credits	

UC/CSU "a-g" Courses

The descriptions of these courses have been submitted to the UC system and have been approved to meet an "a-g" area requirement for entering into a University of California (UC) or California State University (CSU) directly from high school. To be eligible for the UC or CSU systems, a student must earn a grade of C or higher.

Honors Courses

Family Partnership's college-preparatory honors courses are more demanding than the traditional college-preparatory coursework. They are intended for the highest-achieving or most academically accelerated student in the school. Students enrolled in honors courses receive greater academic recognition and are awarded weighted grades.

Non "a-g"/Credit Recovery Courses

These non "a-g" courses are based on the California Content Standards and are designed to prepare students for community college coursework. Although these courses are rigorous in nature, they are not accepted by the University of California (UC) or California State University (CSU) systems. They do count toward graduation requirements at Family Partnership. Students enrolled in non "a-g"/credit recovery courses have access to Edgenuity, as well as some text based and learning center courses.

Students who come to Family Partnership credit deficient and at risk of not graduating based upon credits earned, may be recommended and approved to complete coursework in a manner that demonstrates understanding through assessments aimed at recovering high school credits in order to meet all graduation requirements.

Credit Recovery meets the minimum high school graduation requirements, but does not meet UC/CSU "a-g", or general education course requirements. Because of this, the decision to work through Credit Recovery will be made on an individual basis, and approved by a school administrator. A review of students 4 – Year Plan reveal one of the following situations that may make a student a good candidate for Credit Recovery:

1. Students may be recommended for Credit Recovery if the number of credits required for graduation divided by the number of semesters left to graduate with their peer class is greater than 32.5.
2. Students may be recommended to complete Credit Recovery in a single subject area if they are more than one full semester class behind their peer class.
3. Students may be recommended to complete Credit Recovery for other special circumstances necessary to support a student graduating high school.

SAT and ACT Test

The Scholastic Aptitude Test ("SAT") and American College Testing ("ACT") are often required for admission into 4-year colleges or universities. It is helpful to check with your prospective college and speak with your Advisor/Teacher for more information. You may access the following websites to register for tests and to obtain more information about who should take the tests: <https://www.collegeboard.org/> , <http://www.act.org/>

California High School Proficiency Examination ("CHSPE")

The CHSPE is a program established by California law (Education Code Section 48412). If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. However, this is not equivalent to completing all course work required for regular graduation from high school.

The CHSPE consists of two-test section: English Language Arts and Mathematics. You must pass both sections to receive a Certificate of Proficiency. Accommodations are available for those who qualify. Sample test questions, a sample-writing task, and test specifications (which identify the skills tested) are provided on the CHSPE website: <https://www.chspe.net/>

Early Graduation

Students may request graduation whenever they fulfill the course credit and senior project requirements. The student must ask their Advisor/Teacher for a "Graduation Request" form by the end of September or February of the semester the student plans to graduate. Upon receiving this request, the Advisor/Teacher shall complete the form, indicate the proposed graduation date, obtain student and parent signatures, sign and date the submission and turn the form into the Administration Office for assessment. Upon completion of the evaluation, the

Advisor/Teacher will notify the student regarding their status. Early graduates may return to participate in that school year's commencement ceremony.

Financial Aid

Cal Grant and Free Application for Federal Student Aid ("FASFA")

A Cal Grant is money for college you do not have to pay back. To qualify, you must apply for complete the FAFSA or California Dream Act Application ("CADAA") by the deadline and meet the eligibility and financial requirements as well as any minimum grade point average ("GPA") requirements. Cal Grants may be used at any University of California, California State University or California Community College campus, as well as qualifying independent and career colleges or technical schools in California.

There are three kinds of Cal Grants — A, B and C — but you do not have to figure out which one to apply for. Your eligibility will be based on your FAFSA or CADAA responses, your verified Cal Grant GPA, the type of California colleges you list on your FAFSA and whether you are a recent high school graduate. Applications and details are available at these websites:

<https://fafsa.ed.gov/> or <https://www.csac.ca.gov/cal-grants>

Dual Enrollment – Community College

California is actively encouraging high school students to enroll in college programs because research shows these students are more likely to earn both a high school diploma and a college degree. Assembly Bill 288 (20015) established College and Career Pathways partnerships, with the goal of promoting more partnerships between community colleges and K-12 school districts. FPCS encourages and supports enrollment in area community colleges for eligible students.

High school students may take up to 15 units per semester of community college courses, up from a previous limit of 11 units. The number of allowable units varies from college to college – please refer to the community college websites for detailed information on rules and restrictions:

Cuesta College: www.cuesta.edu

Allan Hancock College: www.hancockcollege.edu

Students may take community college courses during the summer. Students must request official transcripts of their college course work be forwarded to their Advisor/Teacher to receive high school credit whether taken during the school year or during the summer.

The law also allows college courses to be offered to high school students on high school campuses. From time-to-time, Family Partnership offers college courses at our resource centers. Check with your Advisor/Teacher for enrollment information on these courses.

Courses taken at a community college may substitute for core classes listed in our course catalog or be elective or career technical courses not offered at Family Partnership.

Students who take a community college course that is UC/CSU Transferable will also receive weighted credit towards their GPA.

Career Technical Education (“CTE”)

All Family Partnership students are encouraged and supported as they develop goals and plans for life after high school graduation. Students may choose to participate in a CTE pathway that emphasizes a career-related course of study. CTE pathways involve a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge designed to focus on preparation for post-secondary employment and education. Family Partnership’s CTE programs offer students opportunities to explore different career opportunities or take part in a multi-year pathway consisting of introductory, concentrator and capstone coursework. Often, the CTE courses are offered in conjunction with dual-enrollment through the community colleges or may be offered online.

Family Partnership’s current CTE opportunities include:

Career Technology Elective (CTE) Pathways

Health Science & Medical Technology

Patient Care Pathway

Introduction – Health Science and Medical Technology (one year)

Concentration – Medical Terminology (one semester)

Capstone – Nursing Assistant (one year)

Biotechnology Pathway

Introduction – Health Science Concepts A (one semester)
Concentration – Health Science Concepts B (one semester)
Capstone - Pharmacy Technician (one year)

Information, Communication and Technology

Information Support and Services Pathway

Introduction – Information and Communication Technology (one year)
Concentration – Computer Applications (one year)
Capstone - Microsoft Office Specialist (one year)

Work Permit

Except in limited circumstances, all minors under 18 years of age must have a permit to be employed in the state of California. Once an employer agrees to hire a student, the student may obtain a "Statement of Intent to Employ Minor and Request Work Permit" from the Charter School. Please ask your site coordinator or Advisor/Teacher for the form. After the form is completed and signed by all parties, the form is returned to the Advisor/Teacher. The form will then be sent to the Charter School administration for review. Following this process, the Charter School may issue a Work Permit. If the Work Permit is issued, it will be returned to the student through the mail or can be picked up at the administrative office. Adequate academic progress and good standing are required to maintain a current work permit. Final decision for granting a work permit is based on the review by the Advisor/Teacher and Administration.

Admissions and Enrollment

Nondiscrimination Statement

The goal of the admissions policy of Family Partnership Charter School is to attract, enroll and retain at the Charter School the broadest spectrum of students and families representative of the rich diversity existing in the Santa Barbara County or one of its contiguous counties (San Luis Obispo, Kern, Ventura counties). The Charter School will be nonsectarian in its programs, admissions policies, employment practices and all other operations. The Charter School will not charge tuition, and the will not discriminate in admissions or outreach against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

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 ("IDEIA").

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin);The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). 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. The 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 the 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. The 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:

Kathy Grbac, Associate Director/Human Resources Coordinator
P O Box 490, Santa Maria, California 93456
kathy.grbac@fpcharter.org
805-348-3333 x 1025

Admission and Requirements for Admission

The Charter School is open to any student in the State of California who meets the admissions requirements described herein. If the number of pupils who wish to attend the Charter School exceeds the Charter School’s capacity, attendance (except for existing pupils of the Charter School) shall be determined by a public random drawing.

Admission Eligibility Requirements

In order to be eligible for enrollment in the Charter School, students must meet the following eligibility requirements:

- The Charter School enrolls students in grades K-12. Family Partnership complies with all State of California laws establishing the minimum and maximum age for public school attendance.
- All Kindergarten students will be admitted at the beginning of a school year, or at a later time in the same year if the child will have his or her fifth birthday on or before September 1.
- After admission, but prior to attending class, all students must present the appropriate health examination and immunization record in accordance with the California Health and Safety Code.
- No student will be admitted during the term of an expulsion for bringing to or possessing a firearm, using or selling drugs or being involved in violence at any school, unless the Executive Director makes a determination based on the specific facts of the situation in accordance with the Charter School’s discipline policy. A student that has otherwise expelled may be admitted to the Charter School at the discretion of the Executive Director on a case-by-case basis recommended to the governing board.
- Students who are expelled from FPCS shall be given a rehabilitation plan upon expulsion as developed by the governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.

The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to FPCS for readmission.

Student Enrollment

If space is available, students may apply for admission at any time during the academic year.

Each year, there is an open enrollment period during which new students may apply for admission for the following school year (continuing students are guaranteed admission). This period is advertised within the Charter School community so that all interested new students may have an equal opportunity to apply for admission. The deadline for accepting applications during the open enrollment period will be clearly stated.

Enrollment at Family Partnership will require the completion of a 'Student Interest Form' and an initial interview for appropriateness of placement. An enrollment application/packet must be completely filled out and signed by the parent/guardian prior to a student being considered for enrollment and/or placed on a waiting list. As required by law, students may not be concurrently enrolled in this school and any other private or public school.

- Complete applications for admission must be submitted to the Charter School in a timely manner.
- Applications are considered complete when the student and parent/guardian who wished to enroll has submitted a complete application. To the extent required by law, a complete application includes ***but may not be limited*** to the following properly submitted documents/information:
 - ✓ Proof of birthdate – All students
 - ✓ Immunization record or waiver signed by a licensed health care professional. – All students
 - ✓ Health Exam – Kindergarten and 1st grade students and any student entering the public school system for the first time – or the form signed by a licensed physician waiving this requirement.
 - ✓ Oral Health Exam – Kindergarten and 1st grade students and any student entering the public school system for the first time – or the signed form waiving this requirement.
 - ✓ Transcript – High school students only
 - ✓ Indicating whether the student may require special education or related services, the student's home language and whether the student may be an English language learner.
 - ✓ FERPA Consent/Disclosure Form will be provided and a current, signed copy of consent will be kept on file for each year.

- ✓ Student Internet Use Policy and Agreement must be reviewed and acknowledged by all students and parent/guardians at the time of enrollment.
- ✓ Hold Harmless, Release and Indemnity

Special Education Enrollment

Family Partnership is 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. Family Partnership provides special education instruction and related services in SBCSELPA

accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the SBCSELPA – www.sbcsepa.org . These services are available for special education students enrolled at Family Partnership. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. Family Partnership collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Family Partnership will collect information about a student's special education eligibility or services. The Charter School shall follow any required procedures for the transfer of a program between SELPA's. The parents/guardians of a child should submit to the Special Education Department a complete copy of his/her most recent Individualized Education Program ("IEP"), 504 plan, or any related special education documentation to timely facilitate initial implementation. In addition, Family Partnership will comply with all obligations under the law, including taking reasonable steps to promptly obtain relevant pupil records from the previous school in which your child was enrolled, including records relating to providing special education and related service to your child.

Before a student can be enrolled in Family Partnership, specific documentation needs to be signed during a meeting with your assigned Advisor/Teacher. These documents include the Master Agreement, the Acknowledgement of Responsibilities and other school policy forms. The Advisor/Teacher will provide and explain the contents for the documents being signed.

Independent Study, Documentation, Requirements, Attendance, Involuntary Withdrawal, Suspension and Expulsion

Independent Study

Family Partnership Charter may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education program designed to teach the knowledge and skills of the core curriculum. Family Partnership shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board for implementation at the Charter School:

- For pupils in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be one week.
- When special or extenuating circumstances justify a longer time for individual students. The director or their designee may approve a period **not to exceed 29 days**.
- A pupil may miss three (3) assignments before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
- A current written agreement ("Master Agreement") shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress;
 - The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work;
 - The specific resources, including materials and personnel, which will be made available to the pupil;
 - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work,

- and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study;
- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one year;
 - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion; and
 - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.
- Each written Master Agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code. 4. CCCS family of schools shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter Schools Act and the State Board of Education regulations adopted thereunder. 5. The Executive Director shall establish regulations to implement these policies in accordance with the law.

Required Documentation and the Learning Period Meeting

Family Partnership auditor requires the following documentation to ensure compliance: the Learning Log ("LL"), the PE log, the Assignment and Work Record ("AWR"), attendance, and work samples. The Advisor/Teacher will use the Learning Log, the Assignment and Work Record, and the information gleaned during regular meetings with students and parents/guardians to determine the amount of attendance to claim for the student for the learning period. Detailed information is as follows.

Learning Log

The Learning Log is a document for the student/parent to complete throughout the duration of the learning period. Each Advisor/Teacher will help train students and parents on how to complete the Learning Log. The parent/student needs to log a subject and specific assignment completed on each academic day to verify that learning took place during that specific calendar day. The student/parent will acknowledge that the student participated in a learning activity (ex. Mathematics – multiplying fractions pg. 64 1-25 odd or Language Arts – quiz 1.5.2 grammar) that day. The Learning Log **must** be signed by the parent following the last day of the learning period. At the learning period meeting, the Advisor/Teacher and parent, will sign the Learning Log to verify that learning did take place.

The Assignment and Work Record (AWR)

The Assignment and Work Record is the official documentation of what standards the student has learned during the school year. The Advisor/Teacher will complete the Assignment and Work Record as part of their required documentation.

Learning Period Meetings - Assessment of Student Work

During regular student/parent meetings, one of the responsibilities of the Advisor/Teacher is to verify and claim attendance for the *previous* learning period.

Attendance for a learning period can only be claimed after a learning period has ended. For example, the Advisor/Teacher will meet with a family during learning period two (2), however this meeting is to verify and claim attendance for learning period one (1). After reviewing the Learning Log and verifying the work and/or standards completed by the student using the Assignment and Work Record, the Advisor/Teacher will complete an attendance sheet by signing the sheet electronically and submitting it to the Charter School's administration.

Work Samples –

Samples of student work are an important way to demonstrate compliance and accountability to our auditor as they show student progress towards state standards. This accountability is a

necessary component to document attendance and to receive our Charter School's funding. It is the student/parent's responsibility when meeting with the Advisor/Teacher to provide samples from each subject area. The Advisor/Teacher will collect samples of student work during the learning period. The work samples must represent each of the subject areas listed in the Master Agreement. The student, parent and Advisor/Teacher will work together to select an appropriate work sample for each subject area from the body of work completed. These samples should accurately reflect both the quality of the student's daily work and demonstrate what the student has learned. Work samples are required however, the Advisor/Teacher can digitally collect and record the samples at the Parent/Student meeting(s). ***A minimum of two work samples per subject*** must be collected for each learning period. Advisors/Teachers or Charter School administration may require more work samples as needed to appropriately evaluate student progress.

Work Sample Requirements-

- Student's First and Last Name
- Subject of the work
- Date completed (much match the academic dates within the learning period)
- Descriptive information such as title or page number
- Original student work

Types of Work Samples –

- Completed assignments
- Completed study guides
- Completed projects
- Photographs with written descriptions of large scale projects or field studies
- Tests or exams
- Reports
- Essays, including drafts
- Responses to literature
- Math assignments with problems showing work
- Reading logs with student reflections
- Recordings of student performances with a written explanation
- Drawings, paintings, and graphic design projects
- Teacher evaluations of student demonstrations or oral presentations
- Student dictation (when appropriate)
- PE work samples may be of a log of physical activity, a narrative report, or a photo with written descriptions

- Music work samples may be a completed practice log, or a copy of sheet music with a written description

Description of Unacceptable Work Samples -

- Sectarian (religious) work
- Copies of student work
- Work not completed by student
- Crumpled, dirty or unreadable work
- Work that has not been corrected or evaluated
- Work samples on the back of other documents
- Lists of answers for math assignments without work shown

Planning of Student Learning

During regular meetings, another responsibility of the Advisor/Teacher is to work with the parent to plan the next Learning Period. The Advisor/Teacher is there to assist the parent with guidance, resources, and ideas to enhance student learning and achievement. The plan that is crafted is fluid and can be modified as much as desired so long as the student is making adequate progress to the standards and his/her goals.

Effective Home Teaching Tips

- Independent Study means “independent of the classroom”, not “independent of assistance”. Be available to assist and instruct your student during the hours he or she spends completing assignments.
- Establish a routine for daily lessons.
- Provide a quiet, well-lit workspace without distractions.
- Prepare lessons and activities before getting your student started on them. Review the activity to be completed before presenting it. Anticipate questions and problems.
- For younger students, be sure to start each lesson together to be sure your student understands the directions and knows how to proceed. Do the sample items (or the first few items if there aren’t any samples) together.
- As your child works through the lesson, monitor progress and be available to help at any time.
- Immediate feedback and correction, including praise and encouragement, are crucial to good learning. Always let your student know how he or she did on completed work. Make sure that mistakes are corrected as soon as possible, before moving on to the next lesson.

- Follow up lessons with extra practice if necessary.
- Follow a “schooling” routine that suits the family but gives priority to your child’s education.
- Be flexible. Some lessons may take longer than expected while others may take less time,
- Be sure needed materials are on hand (basic supplies, materials for science experiments, paints and brushes, etc.) for the lessons your student will be doing on a given day.
- Set aside time every day to review and correct completed assignments and to plan the next day accordingly.
- Document all educational activities, including field trips, other classes, and life skills, etc.
- Keep a positive attitude and be sure your routine includes some enjoyable educational projects and activities. Remember, too, that a little variety will keep your student interested and motivated.

Homeschool Attendance, Student Support, and Involuntary Withdrawal

The Charter School’s goal is for students to be successful and to achieve high academic standards. The student and parent/guardian are responsible for:

- Attendance at required Charter School meetings and meeting, on a regular basis, with their child’s Advisor/Teacher (including but not limited to learning period meetings and special education services)
- Abide by all Charter School/Governing Board policies
- Completion of required school assignments in a timely manner
- Participation in assessments (or completion of a waiver of non-participation)
- Providing any necessary documentation and information to the Charter School in order to record attendance in accordance with applicable law.
- Respond to the Charter School’s communication. If unable to be reached within the first ten (10) school days, the student may be involuntarily withdrawn in accordance with the Charter School’s Attendance Policy.
- Return all textbooks and materials at the time of withdrawal or graduation

Outline of Concerns that May Result in Student Withdrawal

Attendance

Regular attendance is very important to the success of both your student and our Charter School. Charter schools are funded based on “average daily attendance” or ADA. “Attendance” means when a student is engaged in educational activities required of them by the school, on days when school is actually taught. (5 C.C.R. 11960(a).)

Since our Charter School operates a non-classroom-based instructional program, ADA is calculated based on the work completed by the student and submitted by the due dates established in the independent study master agreement. The assigned Advisor/Teacher subsequently assesses the student's work to determine whether the time value amounts to a full day of work. It's important to stick to a regular work scheduled/calendar so your student can clearly identify each school day in that calendar on which he/she engaged in required educational activities to an extent sufficient to constitute at least one day of time value. When determining the time value of a student's work, the teacher will consider each student individually and may adjust the assignments accordingly.

In California, each person between 6 and 18 years of age, unless otherwise exempt by law, is required to attend school full-time with regular and punctual attendance, and schools are required to enforce this compulsory attendance law. (See Education Code Section 48200 *et seq.*) A student's failure to complete assignments on time may violate the Master Agreement and subject the student to discipline which may include a review to determine the appropriateness of placement and/or being classified as truant and reported to the proper authorities.

Academic Probation

Students may be placed on academic probation when they have missed two (2) meetings (per semester) without prior communication with the Advisor/Teacher or Charter School administration or when two weeks of work are past due. After three (3) missed assignments, an evaluation shall be conducted to determine whether it is in the best interest of the student to remain in independent study. If this happens, or the student and parent fail to meet the responsibilities outlined above, the Charter School will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or Governing Board policies. The letter will include the reason for the notification so the parent and student are aware that they are not fulfilling their independent study responsibilities as agreed to in the Master Agreement and the student is being placed on academic probation. Students who are repeatedly placed on academic probation and the parent/student fails to meet the responsibilities mentioned above, the student may be

withdrawn from the Charter School. The student's family and district of residence will be notified following any such withdrawal.

Special Education Students

If the student at-risk for academic probation is an identified Special Education student, including a student with an IEP or 504 plan the Advisor/Teacher will contact the Special Education Administrator and comply with all provisions of applicable law in addressing any concerns, including a failure to meet the minimum qualifications of independent study or Governance Board policies.

Suspension and Expulsion Policy and Procedure

Family Partnership will follow the applicable suspension and expulsion policy as set forth in the terms of the charter and in accordance with current California state law and regulations. Please refer to *Family Partnership Governance Board Policy – Student Policy #5 – Pupil Suspension and Expulsion Policy*. Students with special education needs (IEPs, 504 Plans or suspected disabilities pursuant to the Individuals with Disabilities Education Act ("IDEA")) will receive discipline where appropriate, in conformance with applicable law. Copies of adopted Governance Board Policies are available on the website: www.fpcharter.org or upon request.

Parent Involvement Opportunities, Home-to-School Communication, Student Dress Guidelines

Family Partnership seeks to draw upon the strengths of its entire community, students, parent's staff and community members. Each center provides a variety of opportunities for direct parent involvement. If you are interested in becoming involved at the local center, please talk to your child's Advisor/Teacher or a center coordinator and request the Board approved, Volunteer Handbook and Application.

Parent Advisory Committee

The Parent Advisory Committee is established to foster the opportunity for parents to meet regularly to offer constructive recommendations and provide feedback to Charter School administration regarding specific areas of Charter School operations. Those areas include but are not limited to:

- ✚ Curriculum/Instruction/Assessment
- ✚ School Program Development
- ✚ Fundraising and Grants
- ✚ School budget, including the Local Control and Accountability Plan ("LCAP")

The committee strives for continual school improvement. The Parent Advisory Committee is an important component in complying with the LCAP that calls for parent input and engagement. Parents interested in participating on the Parent Advisory Committee should contact the administration office 805-348-3333 to express their interest. Meetings are also noticed through ParentSquare and the Charter School's website- www.fpcharter.org

Science Fair Committee

During the spring semester of each school year, Family Partnership conducts a school-wide science fair focused on STEM (Science, Technology, Engineering, Mathematics) and can include STEAM (Science, Technology, Engineering, Mathematics with the addition of Arts). The Science Fair Committee offers an opportunity for parents and staff to meet in support of the Science Fair – planning, preparation, setup, judging and assisting students with their needs relative to the logistics and provision of support for the science fair activity. This committee meets once a

month from October – March. Those individuals interested in participating on the Science Fair Committee should contact the administration office 805-348-3333 to express their interest. Meetings are noticed through ParentSquare and the school’s website – www.fpcharter.org.

Resource Center Based Parent Activities

Family Partnership seeks to draw upon the strengths of its entire community, students, staff, and community members. Each FPCS resource center offers opportunities for parent involvement with various activities and events. We encourage parents to support their child’s local resource center by working in cooperation alongside the site coordinator and teaching staff to ensure FPCS students are provided enriching and engaging learning experiences. Please talk to your site coordinator and especially with your child’s Advisor/Teacher to discover what wonderful activities might be supported through your participation.

*One of the greatest ways to support Family Partnership
is to refer a friend or family member!*

Volunteer Handbook and Application

Parents who desire to volunteer time to their student’s center on a frequent and regular basis must follow the requirements included in the Family Partnership Volunteer Handbook and complete an application, which includes participation in a background check. The Volunteer Handbook and volunteer application is available upon request from your site coordinator.

Governance Board

The Family Partnership Governance Board has the responsibility of ensuring the fiduciary sustainability of the Charter School, to participate in long-range planning, and to adopt and update Charter School policies in accordance with laws governing California charter schools. The Board members nominate and elect candidates to the Board in accordance with the Board’s Bylaws, Conflict of Interest Codes and Articles of Incorporation. Membership application can be found on the Charter School’s website – www.fpcharter.org

Parent Liability for Student Conduct

The law states that a parent or guardian of any minor whose willful misconduct results in injury or death to any pupil or any person employed by, or performing volunteer services for, a school or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school, or personal property of any school employee, shall be liable for damages so caused by the minor.

Further, the parent or guardian of a minor shall be liable to a school for all property belonging to the school loaned to the minor (including textbooks, technology devices, instructional materials and equipment) and not returned upon demand of an employee of the school authorized to make the demand. Damages shall be limited to the value of the property at the time of its loss or destruction.

Any school whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon demand of an employee of the school authorized to make the demand may, after affording the pupil his or her due process rights, withhold the grades, diploma, and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damages thereto. The Charter School will notify the parent or guardian of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcripts.

Communication

Your child's Advisor/Teacher is your main point of contact for Family Partnership. In addition, each center has a coordinator responsible for planning, facilitating and organizing the activities for that center. There are also clerical staff who are available to assist in answering your calls and questions.

- ✚ www.fpcharter.org – Our Charter School's website is updated frequently and offers a wealth of information, resources and useful forms pertaining to Family Partnership. We encourage you to visit the website on a regular basis
- ✚ ParentSquare - <https://www.parentsquare.com/schools/1009/feeds> - ParentSquare is a communication software platform that Family Partnership uses to facilitate home to

school communication. Automated school-wide messages as well as individual or small-group messages may be sent. Access to progress reports and assistance in scheduling appointments with your child's Advisor/Teacher are facilitated through using ParentSquare. You may select the type of message platform to receive the messages exchanged through ParentSquare:

- Text
- Phone call
- Email

Please visit our website: www.fpcharter.org to learn more about ParentSquare and how to set this up on your device.

- ✚ **School Pathways** – Family Partnership uses School Pathways as its student information system ("SIS"). School Pathways is the data program used by FPCS to record and report information to the California Longitudinal Pupil Achievement Data System ("CALPADS"). It is very important to complete all registration forms thoroughly and to let your Advisor/Teacher know if there are any updates to your student's information during the school year. School Pathways includes both parent and student portals. Assistance in accessing the portals is available through your Advisor/Teacher or by emailing – it@fpcharter.org.
- ✚ **Student ID cards** – Students are issued school ID cards which are used to register when your child is in physical attendance at their center. This process is very important in ensuring your child's safety should an emergency occur. Be sure your child swipes his/her card each time they arrive or depart the center. Your child's Advisor/Teacher and Charter School personnel are available to assist or remind students of this requirement.

Student Dress Guidelines

The Charter School recognizes that appropriate dress and grooming contribute to a productive learning environment. Inappropriate apparel includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process.

The following dress guidelines apply to all regular Charter School activities:

- Shoes must be worn at all times. Enclosed toes and low heels are highly encouraged for school footwear. Flip-flops may not be worn at centers.
- Clothing, jewelry and personal items (backpacks, fanny packs, athletic bags, electronic devices, water bottles, etc.) shall be free of writing, pictures, or any other insignia that are crude, vulgar, profane or sexually suggestive, that bear drug, alcohol, or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice, violence, or gang affiliation.
- Hats may be worn to the center but must be removed inside. Headgear such as bandanas covering the head or sunglasses are not to be worn at the center.
- Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter-tops, off-the-shoulder or low-cut tops, bare midriiffs and skirts or shorts shorter than mid-thigh are prohibited. All students may wear trousers or pants of any type as long as the waist size and inseam measurement matches the student’s correctly measured waist and inseam size. Baggy pants that allow underwear to show or pants that will fall without a belt may not be worn at the center.
- Shorts and skirts must be long enough that, when your student is standing up straight, hands at his or her sides, the longest finger’s tip touches the material of the skirt or shorts. If the fingertip makes contact with the skin on the leg, then the shorts or skirts are too short to be worn to the center. The navel (belly button) must also be covered.
- Gym shorts may not be worn at the center.
- Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
- Beach, swimwear, and halter-tops are not acceptable at the center.
- Tank tops and spaghetti straps are allowed if a shirt is worn over or underneath.
- Tennis or athletic shoes are needed for physical education.

Advisor/Teacher may impose more stringent dress requirements to accommodate the special needs of certain sports, classes or activities. The Director, staff, students and parent/guardians may establish reasonable dress and grooming requirements for times when students are engaged in extracurricular or other special Charter School activities (such as: concert, plays, outdoor excursions, etc.). Students who repeatedly violate the School Dress Guidelines may be subject to appropriate discipline.

Sun Protective Clothes –

Students are permitted to wear sun protective clothing, including but not limited to hats for outdoor use.

Gang Related and Drug Related Apparel

Family Partnership desires a school environment that encourages pupils to lead productive drug-free and gang-free lives.

Wearing gang-related clothing on Charter School premises or at Charter School sponsored activities:

- a. Poses a danger to pupils.
- b. Disrupts instruction.
- c. Threatens the health and safety of the school environment.
- d. Is strictly prohibited.

Wearing drug-related clothing:

- a. Substantially disrupts teaching about the adverse effects of drugs.
- b. Encourages disruptive drug use among pupils both inside and outside school.
- c. May indicate gang affiliation and, consequently, threatens the health and safety of the Charter School environment.
- d. Is strictly prohibited.

Student Assessments

We recommend that all students participate in state-mandated assessments. The purpose of assessments is to help students, parents/guardians and teachers identify each student's educational attainment, growth and areas of high achievement and those needing improvement in order to enhance teaching and learning. Examinations of student progress are based on numerous measures of student performance that provide a thorough evaluation and, therefore, an extensive scope of the student's learning. FPCS strives to ensure that all student participate in a testing environment that encourages children to do their best.

As a publicly-funded Charter School, Family Partnership participates in ALL California state-mandated testing. We also use other forms of assessments in order to provide timely feedback to students, parents and instructors and make appropriate curricular and instructional recommendation throughout the school year.

In California, parents may opt out of state-mandated academic testing by submitting a written request to the Charter School each year. Please note that this only applies to the state-mandated assessments and ***we do not recommend opting out.*** There is no law permitting a parent to opt out of the Charter School's internal assessments. We do not recommend opting out because charter schools exist in a performance-based accountability system where they are held accountable for student academic performance. In fact, a charter school cannot continue to exist without collecting data on students' performance on a variety of assessments and indicators. When a charter authorizer is evaluating whether to revoke a school's charter, or to grant a school's charter renewal petition, "increases in pupil academic achievement" is the most important factor in the decision. It is therefore important during the revocation and renewal processes for a charter school to gather as much positive academic achievement data as possible to show that it's increasing student performance. There are many ways a charter school can do this, such as evaluating graduation rates, attendance rates, suspension rates, and English learner reclassification rates, among others. However, student performance on state-mandated assessments is by far the most common and easiest method.

Schoolwide Benchmark Assessments

FPCS strives to not over-assess students and is committed to using the most discriminate, relevant and informative assessment tools available. Benchmark tests are administered in the Fall, Winter and Spring to all student grades K-10 and selected students in grades 11 and 12. Benchmark assessments in Mathematics, Language Arts, and Reading help to support each student's individual learning plan by:

- Helping to determine each student's current academic performance levels
- Identifying individual areas of strength and growth for each student
- Providing growth targets and growth measurements for each student
- Monitoring the effectiveness of each student's academic progress.

Scantron Performance Series

Performance Series from Scantron is a computer-adaptive test that lets parents and teachers quickly pinpoint the proficiency level of your student, across a range of subjects that correspond with the California Common Core State Standards ("CCSS"). This provides for accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurements of student gains across reporting periods. Talk to your child's Advisor/Teacher about reviewing the assessment results and working to use the study guides and practice problems that are directly related to student results. More information can be found by visiting: www.scantron.com/performanceseries/.

State Mandated Assessments

California Assessment of Student Performance and Progress ("CAASPP")

Family Partnership is required to administer the statewide assessments known as CAASPP, and students are required to participate in them. These tests occur during the spring each year. They encompass the following assessments: Smarter Balanced Assessments which include computer adaptive tests in English Language Arts ("ELA") and math, performance tasks ("PTs") for ELA and math, California Science Test ("CAST") for Science and California Alternate Assessment ("CAA").

- Students in grades 3 through 8 and 11 take the Smarter Balanced Assessments

- Students in grades 5, 8, and 11 will also take the CAST.
- Students taking the California Alternate Assessment in grades 5, 8, and 12 will also take the CAST, unless they have an IEP indicating that they will take the California Alternate Assessment for Science.

Following spring of each year, individual student test score reports are sent home to parents. Student score reports will include an overall score and a description of the student's achievement level for English Language Arts/ Literacy and Mathematics. For sample test questions and information, that is more detailed visit the CAASPP website:

<http://www.caaspp.org/>

Notwithstanding any other provision of law, a parent's or guardian's written request to the Executive Director to excuse his or her child from any or all parts of the state assessments shall be granted.

English Language Proficiency Assessments for California ("ELPAC")

The ELPAC is the successor to the California English Language Development Test ("CELDT"). The ELPAC is the required state test for English language proficiency ("ELP") that must be given to students whose primary language is a language other than English as noted by the parent on the Home Language Survey included in their initial school enrollment materials. There are two types of tests –

1. Initial Assessment—an initial identification of students as English learners
2. Summative Assessment—an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

Physical Fitness Test

The Physical Fitness Test is administered for students in 5th, 7th, and 9th grade. The following exercises are assessed:

- one mile run/walk
- height and weight (documented confidentially)
- curl-up
- trunk lift
- push-up
- shoulder stretch

Report Cards – Grades

It is the law in California that the teacher of record assigns the official grades and credits. The grades and credits awarded on the report card represent the professional evaluation by the teacher of record of the student's progress toward the state and school standards. The grade given to each student will be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher shall be the final grade

High School Transcript

The high school transcript is a record of the high school courses taken and the grades and credits earned. To request an official transcript please contact the Administration office – info@fpcharter.org. Be sure to include the address of the institution to where you are applying or what address you would like the transcript mailed.

Cal Grant Program

The Charter School is required by state law to submit the grade point average of all high school seniors by Oct. 1 of each year, unless the student 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, if the Student is under 18) has opted out by or before February 1.

Health and Safety

Family Partnership recognizes that students have the right to a safe and secure environment where they are free from harm. The Charter School is fully committed to ensuring school safety and to creating a positive, nurturing learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior and respect for others. The Family Partnership School Safety Plan includes the following elements:

Student Health

Some health services are required for all students by California Education Code or Health and Safety Code, and others are required for certain students as outlined in the IDEA. These services are typically provided by Charter School personnel, such as school nurses, but they may be provided by other staff depending on the level of service and related legal or credentialing requirements.

Immunization

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

State law prohibits students from attending school unless they are immunized. The personal beliefs exemption ("PBE") for currently required vaccines is no longer available.

California schools are required to check immunization records for all new student admissions at TK /Kindergarten through 12th grade and all students advancing to 7th grade before entry. FPCS shall:

1. Notify parents of required immunizations and collect immunization records.
2. Copy the date of each vaccine from the child's immunization record to the California School Immunization Record and/or supplemental Tdap sticker or enter into an approved electronic system that prints a Blue Card.
3. Compare number of doses on the Blue Card to the requirements above.
4. Determine whether child can be admitted.

California Schools can admit a child unconditionally who:

- Has all immunizations required for their age or grade, or

- Is entering 1st-6th grade or 8th-12th grade and submits a valid PBE filed at a prior California school for missing shot(s) and immunization records with dates for all required shots not exempted. The PBE must have been filed before January 1, 2016 and is only valid for the current grade span (TK/K through 6th or 7th through 12th grade). For complete details, visit ShotsforSchool.org, or
- Submits a licensed physician's written statement of a permanent medical exemption for missing shot(s) and immunization records with dates for all required shots not exempted. The immunization requirements do not prohibit pupils from accessing special education and related services required by IEPs.

A child who is missing required shots may be admitted conditionally if he/she:

- Is missing a dose(s) in a series, but the next dose is not due yet. This means the child has received at least one dose in a series and the deadline for the next dose has not passed, according to the table below.
- Has a temporary medical exemption to certain vaccine(s) and has submitted immunization records for vaccines not exempted. The statement must indicate which immunization(s) is postponed and when the exemption expires.

Schools need to follow up after admission if:

- Child was admitted conditionally. Notify parents of the deadline for missing doses. Review records every 30 days until all required doses are received.
- They are awaiting records for transfers from within California or another state. The Charter School may allow admission up to 30 school days before exclusion.

Health Examination Prior to School Entry

On or before the 90th day after a student's entrance into first grade, all students must provide a certificate approved by the California Department of Health Services documenting that within the prior 18 months, the child had received the appropriate health screening and evaluation services as provided by Health & Safety Code Section 124040. In some circumstances, the parent may provide a waiver indicating the parents/guardians are unable to obtain services for their child and the reasons why.

Oral Health Assessment

By May 31st of each schoolyear, students entering kindergarten or the first grade (who have not attended kindergarten) must present proof to the Charter School of having received an oral

health assessment by a licensed dental professional. Please contact the office if you have questions about this requirement.

Vision and Hearing Screening

These are required at specific intervals and grade levels in California. Schools must conduct vision screening on all students upon school entry and every third year thereafter through grade eight. For example, vision testing may be done in kindergarten or first grade and in grades two, five, and eight, as well as on enrollment and referral at any grade level. Hearing screening is mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry.

Special Education-Related Health Services

These include health assessments and treatments required for students with disabilities, as indicated by a student's IEP and as outlined in IDEA. School nurses, school psychologists, speech therapists and other health professionals may be involved in both initial and triennial special education health assessments, as well as indicated treatments.

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.

Student Safety

Emergency Contact Information

For the protection of a student's health and well-being, the Charter School shall require the parent/guardian(s) of all students to keep current contact information on file with the Charter

School including: home address, telephone number(s) business address and phone number of the parent/guardian(s) and the name, address, and telephone number of an relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.

First Aid and CPR-

All Advisor/Teachers are certified in first aid and CPR and are re-certified as required by the State of California. Every center has a first aid kit containing appropriate supplies. First aid will be administered, whenever necessary, by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

Administration of Medications

Because Family Partnership is an independent-study based education program, it is not often that a student will require medication while at the center. Medical treatment is primarily the responsibility of the student, the student's parent/guardian and the student's physician/health care provider. In the eventuality of this being necessary, the Charter School maintains a policy - [*Student Policy #19*](#) – to ensure medication is administered properly and in accordance with law. If your student will require medication while at the center, please consult with your student's center coordinator and Advisor/Teacher for information that is more detailed and to obtain required permission forms.

Food Allergies/Special Dietary Needs

The Charter School maintains policies and protocols and an action plan for dealing with student allergies and special dietary needs – [*Student Policy #18 Food Allergies/Special Dietary Needs*](#). Parents/Guardians shall be responsible for notifying the center Coordinator and Advisor/Teacher, in writing, regarding any food allergies or other dietary needs of their child in accordance with administrative regulation. Students will not be excluded from school activities based solely on their food allergy. However, nothing in our policy is intended to suggest that any facility or activity will be entirely free from any specific allergen. Please obtain a copy from your center coordinator of the "[*Allergy Action Plan*](#)" form to be completed by your child's health care

professional, which outlines steps to be taken in the event of exposure to your child's specific allergen.

The Charter School maintains Epinephrine Auto-Injector kits at each center for the use by trained school personnel in the event of anaphylactic reaction to an allergen.

Acceptable Use Policy

Upon enrollment at Family Partnership Charter School, each student and their parent/guardian must acknowledge in writing they have received and read the "Student Acceptable Use Policy". In part, the policy states, "I will not [use Charter School technological resources including but not limited to: school computers, internet, tablets, printers, projectors]to participate in unacceptable behaviors including but not limited to:

- Personal attacks;
- Harassment or bullying another person;
- Creation and transmission of offensive, obscene, or indecent material;
- Creation of defamatory material;
- Plagiarism;
- Infringement of copyright laws, including software, published texts, and student work;
- Political advocacy and/or religious proselytizing;
- Transmission of commercial and/or advertising material;
- Creation and transmission of material which a recipient might consider disparaging, harassing, and/or abusive based on race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, and/or political beliefs."

Emergency Plan

The Charter School considers the safety of students and staff as paramount objectives. Practice drills to respond to threats posed by fire, earthquake and intruders are routinely conducted at each center.

To provide for student safety in the event of an emergency or disaster, *School Safety Policy #1 – Disaster Plan (available at www.fpcharter.org)*, outlines objectives and procedures in the event of an emergency. The objectives of the plan are as follows:

- To provide for action which will minimize injuries and loss of life of students and Charter School and emergency personnel if an emergency occurs during school hours;
- To provide for optimum use and availability of Charter School personnel and Charter School facilities;
- To ensure the safety and protection of our students and Charter School personnel immediately and after a disaster;
- To arrange for a calm and efficient plan for parents to retrieve their children from the Charter School, should it be necessary, following a disaster.

Alcohol, Tobacco and Drugs –

Family Partnership does not tolerate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia by students while engaged in school-sponsored educational activities or events. Charter School administrators are required to take immediate action to prevent, discourage, and eliminate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia while engaged in school-sponsored educational activities or events. Students found in violation are subject to discipline, up to and including suspension and/or expulsion.

Smoking and the use of all tobacco products, including the use of electronic delivery systems such as e-cigarettes, is prohibited on all Family Partnership property, including any owned or leased buildings and in Charter School vehicles, at all times by all persons, including employees, students and visitors.

Bullying Policy –

Family Partnership recognizes the harmful effects of bullying, hazing, or other behavior that infringes on the safety and well-being of students, or interferes with learning or teaching. We desire to provide a safe school culture that protects all students from physical and emotional harm. Student safety is a top priority and the Charter School will not tolerate discrimination, harassment, intimidation, or bullying of any kind against any student.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more

acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Electronic act” means the creation or transmission of a message (*e.g.*, a text message, sound recording, video, image, social media post, etc.) by means of an electronic device, including, but not limited to, a telephone, computer, tablet, pager, or other communication device.

Bullying that occurs outside of the Charter School but negatively impacts the school environment or ability of a student to perform in school is considered bullying. Violations of our zero tolerance policy on bullying may lead to discipline up to and including suspension and/or expulsion.

Child Abuse Reporting –

Teachers, instructional aides, classified staff, and other Charter School employees are mandated by law to report all known or suspected cases of child abuse or neglect to the appropriate law enforcement or child welfare agency.

Harassment, Discrimination, Intimidation and Bullying Prevention Policy, Educational Records and Student Information, Student Freedom of Speech/Expression, Family Education Rights and Privacy Act (FERPA), McKinney Vento Information, Annual Notice of Uniform Complaint Procedures

Title IX, Harassment, Discrimination, Intimidation and Bullying Prevention Policy

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

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

Charter School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending the Charter School.

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

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

Definitions

- ✚ **Discrimination:** Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from Charter School activities or services.
- ✚ **Harassment:** Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a Charter School official or employee, or someone who is not an employee of the Charter School, such as a vendor or parent.

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


- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking

- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet.

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

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Family Partnership.

Family Partnership is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

 **Sexual Harassment:** Sexual harassment is a form of harassment based on sex, including gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

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

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

It is also unlawful to retaliate (defined below) in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

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

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

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It

may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.

- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- ✚ **Retaliation:** Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the Charter School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Unlawful Discrimination, Harassment, Intimidation, Bullying or Retaliation

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

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

- Their Teacher/Advisor, school counselor or other school personnel
- The Executive Director of the Charter School

Complaints may be submitted to the Executive Director by any of the following methods:

- By phone at [805-348-3333](tel:805-348-3333)
- By email at steven.torres@fpcharter.org
- By mail at P.O. Box 490, Santa Maria, CA 93456

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

Investigation and Disposition of Complaints

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

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

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

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

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

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

Parental Notification:

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

Education Record

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

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

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

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records maintained by a law enforcement unit of the Charter School that were created by that law enforcement unit for the purpose of law enforcement;

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

Directory Information

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

Parent

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

Eligible Student

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

Disclosure of Directory Information

At the beginning of each year, the Charter School shall provide parents and eligible students with a notice containing the following information: 1) The categories or type of personally identifiable information it designates as directory information (this should be limited to the information specifically identified in Education Code Section 49061(c)); 2) A statement that directory information does not include citizenship status, immigration status, place of birth or

any other information indicating national origin (except where the Charter School receives consent as required under state law); 3) The recipients of the directory information; 4) The parent's or eligible student's right to refuse to let the Charter School designate any or all of those types of information about the student as directory information; and 4) The period of time within which a parent or student has to notify the Charter School in writing that he/she does not want any or all of those types of information about the student designated as directory information. ~~The notice shall be included in the [student handbook](#).~~ Within 10 days of sending notice, any parent(s) who does not want his/her child's directory information made public without prior written consent must inform the Charter School in writing. This parental notice must identify what student directory information (any or all) is subject to the prior written consent requirement.

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

[Annual Notification to Parents and Eligible Students](#)

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

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

The notice must also include the following:

- The procedure for exercising the right to inspect and review educational records;
- The procedure for requesting amendment of records;

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

Parental and Eligible Student Rights Relating to Education Records

Parents and eligible students have the right to review the student’s education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director or designee. Within 10 days, the Charter School shall comply with the request. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the Charter School will provide the parent or eligible student with a copy of the requested records or make other arrangements for inspection and review of the requested records.

Copies of Education Records

The Charter School will provide copies of requested documents within 5 days of a request for copies. The Charter School will charge reasonable fees for copies it provides to parents or eligible students, unless it effectively prevents a parent or eligible student from exercising the right to inspect and review the education records. The charge will not include a fee to search for or to retrieve the education records.

Request for Amendment to Education Records

If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, misleading or in violation of the student’s right of privacy, he or she may request, in writing, that the Charter School amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation

of the student's right of privacy. The Charter School will respond within ten (10) days of the receipt of the request to amend. The Charter School's response will be in writing and if the request for amendment is denied, the Charter School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

Hearing to Challenge Education Record

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

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

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

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

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

Disclosure of Education Records and Directory Information

The Charter School must have a signed and dated written permission from the parent or eligible student before releasing any information from a student's education record with the exceptions

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

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

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

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

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

- Notify the Executive Director about the information request;

- Provide students and families with appropriate notice and a description of the immigration officer's request;
- Document any verbal or written request for information by immigration authorities;
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

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

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

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

proceeding, regardless of whether the School concluded a violation was committed.

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

Requirements in Specific Disclosure Situations

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

Record Keeping Requirements

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

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

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

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, Charter School officials (or their assistants)

responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the Charter School.

Student Freedom of Speech/Expression

Family Partnership believes that free inquiry and exchange of ideas are essential parts of a democratic education. We respect students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular. *Student Policy #6- Freedom of Expression Policy and Procedures* can be found on our website: fpcharter.org – and details the specific student liberties of expression as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. Students shall have the right to exercise freedom of speech and of the press including, but not limited to the:

1. use of bulletin boards
2. distribution of printed materials or petitions
3. wearing of buttons, badges, and other insignia
4. right of expression in official school publications. "official school publications" refers to material produced by pupils in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee. The Executive Director or designee will supervise the material produced by pupils to ensure it meets professional standards of English and journalism.

Students' freedom of expression shall be limited as allowed by Education Code Section 48907, and other applicable state and federal laws. Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incites students as to create a clear and present danger of the commission of unlawful acts at school-sponsored activities or events, the violation of school rules, or substantial disruption of the Charter School's orderly operation. The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an aggressive or abusive manner in a situation that presents an actual danger that it will cause a breach of the peace. A student shall be subject to discipline for out-of-school expression, including expression on Internet websites, when such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program.

Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents 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 or eligible students should submit to Executive Director a written request that identifies the records they wish to inspect. The program lead/director will make arrangements for access and notify the parent 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 or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Executive Director, 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 or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment.

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. For this purpose, 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 school board. A Charter School official also may include a volunteer or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing his or her tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her 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 processes FERPA complaints are:

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

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in Section 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 or eligible student, Section 99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents 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 or the eligible student:

- To other Charter School officials, including teachers, within the educational agency or institution whom the Charter School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in Section 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of Section 99.34.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the California Department of Education ("CDE"). Disclosures under this provision may be made, subject to the requirements of Section 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized

representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

- 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.
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to Section 99.38.
- To organizations, conducting studies for, or on behalf of, the Charter School, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to Section 99.36.
- Information the Charter school has designated as "directory information" under Section 99.37.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. The primary purpose of directory information is to allow the Charter School to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- An annual yearbook
- Honor roll or other recognition lists; and
- Graduation programs

Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If you do not want the Charter School to disclose any or all of the types of information designated below to outside organizations as directory information from your child's education records without your prior written consent, you must notify the Charter School and "opt out" of the directory.

Any and all of the following items of directory information relating to a student may be released to a designated recipient unless a written request is on file to withhold its release:

- Name

- Address
- Date of birth
- Dates of attendance (*e.g.*, by academic year or semester)
- Current and most previous school(s) attended
- Degrees and awards received

In addition, two federal laws require a school receiving assistance under the Elementary and Secondary Education Act of 1965, as amended, to provide military recruiters, upon request, with the following information: names, addresses and telephone listings, unless parents have advised the school that they do not want their student's information disclosed without their prior written consent.

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, Steven Torres at steven.torres@fpcharter.org](mailto:steven.torres@fpcharter.org)

[McKinney Vento Information \(Homeless Student Assistance\) –](#)

Homeless Students

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 11434(a)):

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 School Liaison.

If you are in a situation that qualifies your student as a homeless child or youth, based on the definition below, and you are interested in receiving information about resources available in your area please contact the School Liaison, Kathy Grbac at: kathy.grbac@fpcharter.org. Family Partnership will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths in accordance with applicable law.

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

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 Family Partnership ("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, Family Partnership, 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 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.

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 and at least twice annually.

Uniform Complaint Procedures

Family Partnership has the primary responsibility for compliance with applicable federal and state laws and regulations for students who attend our schools. We have established Uniform Complaint Procedures ("UCP") to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, including the charging of unlawful pupil fees and the non-compliance of our LCAP, and non-compliance with reasonable accommodations for lactating pupils..

Family Partnership shall investigate and seek to resolve complaints using policies and procedures of the UCP adopted by our Governing Board and in accordance with Education Code Sections 200 and 220 and Government Code Section 11135. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, immigration status, 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 a person's association with a person or group with one or more of these actual or perceived characteristics, in any Family Partnership program or activity that receives or benefits from state financial assistance.

or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the Charter School,

which is funded directly by, or that receives or benefits from any state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with various other state and/or federal laws.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education
- After School Education and Safety Programs
- Agricultural Vocational Education Programs
- American Indian Education Centers
- Career Technical and Technical Education and Training Programs
- Child Care and Developmental Programs
- Child Nutrition Programs
- Consolidated Categorical Aid Programs
- Foster and Homeless Youth Services
- Migrant Education
- Every Student Succeeds Act / No Child Left Behind Act Programs
- Regional Occupational Centers
- Special Education Programs
- State Preschool
- Lactating Pupils
- Bilingual Education
- Economic Impact Aid
- Tobacco-Use Prevention Education
- Local Control Funding Formula/Local Control and Accountability Plan
- Juvenile Court School Pupils

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:

1. 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.
2. 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.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil fee complaint must be filed with Partnership Schools of the Central Coast no later than one (1) year from the date the alleged violation occurred. A complaint of noncompliance should be filed first with the Executive Director under the UCP. A complainant unsatisfied with the decision of the Executive Director may appeal the decision and shall receive a written appeal decision within 60 days of receipt of the complaint.

Complaints other than issues relating to pupil fees must be filed in writing with the following person designated to receive complaints:

Kathy Grbac, Associate Director/Human Resources Coordinator
P O Box 490, Santa Maria, California 93456
kathy.grbac@fpcharter.org
805-348-3333 x 1025

Complaints alleging 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, unless the time for filing is extended by the Executive Director or his or her designee.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under 5 C.C.R. Section 4621.

The complainant has a right to appeal FPCS's decision of complaints regarding specific programs, pupil fees and the LCAP to the CDE by filing a written appeal within 15 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of the decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of FPCS' UCP compliant policies and procedures is available free of charge.