



Charter School

Personalized Learning for Student Success!

CORE Charter School Student and Parent Handbook

2019-2020

Motto

Personalizing Learning for Student Success

Mission Statement

CORE Charter School, in order to foster the educational pursuits of our K-12 students in rural Northern California, utilizes the independent study/personalized learning approach: supporting development through choice of curriculum aligned with state standards, engaging parents along with students in learning, and offering classes at our centers and within the community, with the goal that students will demonstrate measurable academic growth in addition to the social skills necessary for their future success.

School Information

CORE Charter School - Yuba/Sutter Counties:

Lakeside Resource Center
321 16th Street
Marysville, CA 95901
(530) 742-2786
(530) 742-6067 Fax
Website: www.corecharter.org
Email: lrc@corecharter.org

Camptonville Elementary School
16585 School Street
Camptonville, CA 95922
(530) 742-2786
(530) 742-6067 Fax
Website: www.corecharter.org

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STUDENT ENROLLMENT

Admission

- **Community Options for Resources in Education Charter School (CORE)** is a K – 12 public school. As such, we admit any student who applies provided the student meets California State residency requirements and is at least five years old and not older than 19 years old at the time of enrollment but who may be 22 years of age if he or she has been continuously enrolled in a California school and is making reasonable progress toward graduation. Students whose fifth birthday lies between September 2 and December 2 of the school year may enroll in a transitional kindergarten program. Students who will have their fifth birthday after December 2nd may enroll in kindergarten on or after their fifth birthday. Students who do so must enroll as a kindergartener in the subsequent fall term in order to complete the requirements for a complete kindergarten academic year.
- Students enrolled are in the Personalized Learning program that follows state regulations for compliance with Independent Study.
- Teachers work in partnership with the parents and students in designing the educational pathway they feel is compatible with the goals and learning style of their son or daughter. Therefore, **before enrolling in the school**, it is important for parents and students to visit our website and read this handbook in order to understand the philosophy and guidelines of the school. Should enrollment in CORE Charter School be desirable, parents and students are required to attend a pre-enrollment meeting with a CORE Personalized Learning Teacher (PLT) and/or administrator/designee in order to ensure student success in our school. **By choosing to enroll their child(ren) in CORE, parents accept co-responsibility for their children’s education.**
- It is also important for parents to realize that in accordance with applicable law, it is not legal for a student to be concurrently enrolled in a charter school and in any other school, public or private, with the exception of concurrent enrollment in a Community College and/or Regional Occupation Program.

Nondiscrimination Statement

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

CORE 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”).

CORE 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). CORE 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. CORE 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 CORE 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. CORE 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 CORE Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Mr. Chris Mahurin, 321 16th Street, Marysville, CA 95901, (530) 742-2786

Enrollment Process

Basic student contact information will be collected through the school’s website from families who are interested in enrolling in CORE Charter School. Following a publically advertised enrollment period, interested students will be counted to determine if a public lottery is needed. If the number of applications for admission exceeds the number of available openings in an area or program, admission is determined by a random public drawing (or “lottery”). Please see our Charter document for information regarding enrollment preferences and process.

Enrollment is completed by:

- Submitting student registration information online or by paper
- Submitting requested documents according to law requirements
- Signing a Master Agreement
- Signing an Acknowledgement of Responsibilities

PERSONALIZED LEARNING OPTIONS THROUGH CORE CHARTER SCHOOL

The role of the Personalized Learning Teacher (PLT) who serves families participating in Independent Study is to offer support and guidance to parents who accept primary responsibility for the education of their children. The teacher of a home-based high school student, who chooses a combination of Independent Study and small group instruction classes, is responsible for accountability, documentation, guidance and oversight of the student’s educational program.

Personalized Learning Teachers

- Conduct a Pre-Enrollment meeting with parent and student
- Assist the family in completing all the enrollment forms
- Refer the family to the Parent/Student Handbook found on CORE’s website (or provide a paper copy)
- Coordinate and assess the student’s current academic levels
- Answer a family’s questions as they arise
- Serve as a liaison between the family and the CORE Administration, Staff, Small Group Instructors and Vendor Course Instructors in addition to other community resources

- Provide direct instruction through classes offered at the Resource Center
- Provide direct tutoring instruction when appropriate for student progress
- Keep current with school policy and procedures and notify students and families of changes that affect them
- Attend IEP meetings of students under direct supervision
- Verify student attendance records
- Verify student learning and document in Student Assignment and Learning Record file
- Oversee Portfolio development
- Ensure that all 9th-12th grade courses contain core educational content.

During meetings, Personalized Learning Teachers

- Determine together with the parent and student, during the pre-enrollment meeting, whether or not a personalized program can meet the student's academic needs.
- Explain the following available options:
 - Curriculum choices
 - Diploma options and graduation requirements
 - Portfolio management
 - Development of the Personalized Learning Plan
 - Parent training opportunities
 - Internet resources
 - Field trips
 - Educational Resource Center class options
 - Class options in the local community - Vendor Course Instruction (VCI)
- Make recommendations for and ensure appropriate resources and curricula
- Make the CORE Charter School catalogues available to student and family
- Provide student and parents with attendance forms and relative information
- Provide assistance in how to record daily learning
- Note and research questions the family may have regarding the child's educational program
- Act as a liaison between other certificated staff, i.e. HS Counselor, Special Ed Director and Tech Specialist
- Meet with the student and parent at least twice every 30 school days to:
 - Record learning content
 - Obtain the completed Attendance Log and Records
 - Assess student progress

- Make changes to Student Assignment and Learning Record as needed
- Arrange for family to obtain materials and make recommendations of their use
- Notify parents and students of school related governance meetings, events and activities

Attendance

Attendance is taken according to the California Education code for Independent Study. This model of education requires that the parent or legal guardian act as primary educator with the assistance of the credentialed teacher.

- At the meetings, the teacher will issue a Learning Log/Contemporaneous record. The Learning Log documents that the student completed at least one educational assignment from his/her Student Assignment and Learning Record each day of the school calendar year.
- Attendance can be claimed only for work completed.

It is the responsibility of the credentialed teacher to establish whether or not the amount of work a student completed, or the amount of knowledge he or she gained, substantiates the days of attendance claimed. If, in his/her professional judgment, a teacher thinks the student has not engaged in the learning process well enough to warrant the claim of attendance, it is his/her responsibility to subtract days from the attendance, issue a Missing Assignment Report (MAR), and begin the truancy process, which may result in the student's dis-enrollment.

Please note: Incomplete work and/or missed meetings without notice may result in a Missing Assignment Report. The student may be in danger of failing and require a Student Success Team conference. The student will be monitored on a weekly basis from that point. If a subsequent week's work is not complete, a second MAR is issued. If a third MAR is issued, a letter from the administration will follow, and the student may lose his or her privilege to participate in our program and the County School Attendance and Review Board (SARB) may be notified of the truancy. For a complete copy of our Attendance Policy, Independent Study Policy, or Master Agreement, please contact the main office or visit our website at www.corecharter.org.

Small Group Instruction: Small group instruction may take place at a resource center or some other site.

Student Assignment and Learning Records

Personalized Learning/Independent Study:

- Students/Parents and teacher meet weekly, or at the very least twice every 30 attendance days to review and/or document the learning that has occurred in each curricular area delineated in the student's Student Assignment and Learning Record. These regular meetings provide an opportunity for the parent and student to ask questions and for the teacher to share teaching strategies and offer support and encouragement. The teacher will view all assigned work and, together with parent and student, choose appropriate work samples to be included in the student's portfolio for the month's/year's assessment.
- It is the responsibility of the teacher to work with parents and students (as determined by the Master Agreement) to document the learning of each student. The teacher will also document the content of that learning by defining concepts for the student's Student Assignment and Learning Records and California state standards.

- If a student is attending Small Group Instruction or Vendor Course Instruction classes, it is the responsibility of the teacher to collect the necessary information from the VCI teachers in order to complete the Student Assignment and Learning Record. Small Group Instructors and VCIs should be in close contact with the teacher to provide summaries of the content being covered in their classes. They should also alert the teacher and parent to any concerns that may arise with the student.

The main purposes of a completed Student Assignment and Learning Record are to:

- Document a student's progress towards his/her goals and objectives
- Document a student's achievement of the skills necessary to be a positively contributing citizen
- Recognize and commend the learning achievements of each student
- Assess the student's mastery of the standards
- Document a student's school attendance

CALIFORNIA HEALTHY YOUTH ACT

CORE Charter School is required by state law to implement the California Healthy Youth Act, Education Code 51930-51939, regarding sexual health education and HIV prevention education. All 7th and 10th grade students will be required to receive instruction. A parent or guardian may request in writing to excuse his or her child from any or all parts of this program.

WHAT PARENTS SHOULD EXPECT FROM THEIR TEACHER

The role of the Personalized Learning Teacher is to offer support and guidance to parents who accept primary responsibility for the education of their children.

Meets with the student and parent as often as necessary but at least twice every 30 school days.

- Determines location of meeting with parent
- May not meet alone with any student unless the meeting occurs in a public place
- Calls if he/she is going to be more than 15 minutes late or if needing to cancel

- Assesses the student's current levels as needed

- Verifies student attendance by reviewing completed assignments

- Explains the choices available through CORE:
 - Curriculum choices
 - Resource options
 - Educational Resource Center class options
 - Vendor Course Instructor options in the appropriate area
 - Diploma options and graduation requirements
 - Parent training opportunities
 - Field trips

- Advises curriculum and classes in the community
 - Makes school catalogue available to student and family
 - Allocates EUs (Educational Units) to accommodate student program
 - Arranges for family to obtain materials
 - Follows up on parent concerns

- Answers a family's questions, via phone or email, as they arise
 - Notes and researches questions the family may have regarding their child's educational program

- Keeps current with school policies and procedures and notifies students and families of changes that affect them

- Acts as a liaison between other certificated staff, i.e. HS Counselor, Special Ed Director, English Learner Coordinator, and Technology Specialist.

WHAT TEACHERS SHOULD EXPECT FROM THEIR PARENTS

- Voluntarily participation in this Personalized Learning/independent study program and to have read and understood the terms of the Master Agreement and Parent/Student Handbook
- Meet on a regularly scheduled basis with Teacher as often as necessary and agreed upon but at least twice every 30 school days
 - Location of meeting may be at parent's home, providing the location isn't too remote and is agreeable to the teacher.
 - Teacher may not meet alone with any student unless the meeting occurs in a public place.
- Call in advance to reschedule meetings or if parent will be more than 15 minutes late
- Daily monitoring and involvement in the student's learning assignments
- Bring ALL work corrected and graded. If a meeting is missed or too many assignments are incomplete the teacher MUST issue a Missing Assignment Report.
- Collaborate with Teacher regarding center classes
- Attend parent workshops, read newsletters and frequent school emails, and use the school website, to stay informed
- Consistent communication when problems or issues arise
- Participate in State required testing such as Smarter Balance Assessment and other mandated tests
- Acknowledge that all learning resources used, print, non-print, technology, etc., are the property of the school and all material must be returned to the school upon withdrawal or proper notice

CODE OF CONDUCT

Honor Code

The honor code dates back as far as 1779 and was first established at The College of William and Mary at the directive of Thomas Jefferson. An honor code is a set of rules and ideals that express the school's principles and standards. Focused mainly, but not solely, on academic honesty, an honor code allows for a standard that students can hold to when attending CORE. The Honor Code will articulate the interest to the school community in maintaining our high standards. The goal of CORE is to help every student reach his or her highest potential.

Honor Code Pledge

As a CORE student, I pledge to be a person of integrity. I will not give or receive unapproved assistance in any academic exercise. I will commit myself to honesty, respect, responsibility, and trust.

Explanation of the Honor Code

Responsibility, respect for self and others, regard for the welfare of the community, pride in accomplishments, and the rights of everyone, involve each of us being persons of integrity whose actions

demonstrate the honor code commitment.

Any actions, whether intentional or unintentional, which disregard honesty, diminish the integrity of both the individual and the community go against the established honor code. Moreover, such actions do not give the teacher the opportunity to evaluate the student fairly or offer assistance when it is needed. They also deprive the student of a valid learning experience, which is crucial to educating the whole person. While a member of the CORE community, each student is expected to conduct himself/herself with integrity and to uphold the Honor Code. Though not exhaustive, the following represent examples of actions that may violate the Honor Code:

1. **Cheating:** Copying work or giving your own work to another; unauthorized use of study aids or collaboration during testing; obtaining or distributing copies of testing materials; giving or receiving information regarding a test before, during, or after the test
2. **Plagiarism:** Representing others' ideas or expressions, whether published or unpublished, as your own without proper citation of credit
3. **Falsifying data/ citations:** Buying, selling, giving, or receiving term papers, notebooks, or the like, from any source including the Internet
4. **Fabricating academic documentation** (e.g., letters of reference)
5. **Abuse of Media Center privileges:** Defacing books or other library materials; failing to return overdue books, thus depriving others of their use
6. **Purposeful destruction, theft, or misuse of electronic media** (computer hardware or software)
7. **Lying to an administrator or teacher** during investigations of academic dishonesty

Procedures / Sanctions for Honor Code Violations

With regard to issues concerning the Honor Code, the teacher will initially speak with the student to ascertain the facts. The details of this conversation, as well as the facts which are discussed, will be reported using the Incident Report form. All materials pertinent to the situation will be given to the School Director in charge. The School Director will meet with the student to make a determination regarding the upholding of the Honor Code Pledge.

While a student at CORE, in cases where it is determined that a student has violated the Honor Code, the following will apply:

1. Upon a first offense, the student receives a failing grade on the assignment with no opportunity for make-up. The student's parents/guardians are advised that the student has violated the Honor Code.
2. Upon a second offense, the student receives a failing grade on the assignment with no opportunity for make-up. The student's parents/guardians are advised that the student has violated the Honor Code. The student must relinquish any/all leadership positions (e.g., class or club officer, athletic captain, etc.) for a period of one calendar year from the date of the second offense.
3. Upon a third offense, the student will be recommended for expulsion.

One of the goals of CORE Charter School is to support students in developing wisdom and leadership. Our code of conduct is tied to that goal and is threefold. It is our intention that students, at home, at the Resource Center, and on field trips will:

Demonstrate character and respect for themselves, others and the environment by:

- Choosing their speech carefully and thoughtfully, eliminating profane and vulgar language.
- Choosing to conduct themselves with honesty and integrity by not engaging in theft, cheating, plagiarism, or untruthful statements.
- Choosing to exhibit a positive attitude about themselves and the world around them.
- Choosing to respect others' boundaries, both physical and psychological, so that the environment is safe and free from violence and harassment.
- Choosing to respect others' possessions.
- Choosing to be kind and considerate at all times, using acceptable problem solving skills to work out differences.
- Choosing a healthy lifestyle that would preclude the use, possession or distribution of drugs, alcohol or tobacco.
- Choosing to care for the buildings and locations made available to our school, eliminating vandalism or careless neglect.
- Choosing to respect the natural environment and the issues surrounding the stewardship of our planet.

Students are expected to abide by the Code of Conduct, Honor Code, Suspension and Expulsion Policy, and other Policies as outlined in the Student-Parent Handbook. Parents will be notified of any difficulties. Repetitive or severe infractions may result in suspension of center use privileges. For a complete copy of our policies outlined in the Student-Parent Handbook, please contact the main office or visit our website at www.corecharter.org.

RESOURCE CENTER

The Resource Center is designed to support ALL students enrolled at CORE Charter School. The Center provides opportunities for students to reinforce a variety of academic skills, learn in specialized programs (e.g. computer labs), receive individualized and small group instruction, and participate in specialized assessment. The Center is also a place for parent meetings, teacher collaboration, and extracurricular activities. The Center is staffed by a combination of certificated and classified staff and utilized by a variety of credentialed professionals.

CORE provides a breakfast service, CORE's Breakfast Corner, to all students on center class days, Monday-Thursday 7:55am to 8:25am. The service will promptly begin and end at designated times. No food is allowed to leave the meal service area.

CORE provides many enrichment classes at the Resource Center. These classes are available to all age groups. Examples of classes offered are: Aerospace, Integrated Science, U.S. History, World History, Gov./Econ., English, Integrated Math, Pre-Calculus, Calculus, Art, Technology, Drama, Middle School Math, Music, and much more.

Center class schedule and prospectus of classes are available at the Resource Center and on our website at www.corecharter.org.

- All students are eligible and welcome to attend a center class as is appropriate to their personalized program.
- A fair and legal system for admitting students to center classes has been established and implemented.
- If space allows, students may enroll up to five (5) classes/clubs per semester.
- Students pursuing a Career Technical Education certification and a UC a-g track may request one additional class to their schedule, totaling six (6) center classes.
- Students who are on a waiting list will be enrolled based on waiting list timestamp with priority given to seniors and high school students who are on a UC a-g track.

RESOURCE CENTER USE

The Resource Center is open to all students during normal school hours under any of the following conditions:

- Direct supervision by parent for students whose classes occur intermittently.
- Supervision by teacher during regularly scheduled classes, events, or meetings.
- Supervision by other staff personnel (arrangements made at least 24 hours in advance). This is available on a limited basis only.

General Resource Center Use will be limited to no more than 3 hours per day. Self-administration is expected.

All students must be signed in every time they are present at The Resource Center.

Students participating in CORE's Breakfast Corner program must be accompanied by a parent or guardian.

DRESS CODE FOR RESOURCE CENTER AND SCHOOL ACTIVITIES

- A.** Each student shall be well groomed while attending The Resource Center or School-related functions. Students shall be dressed in a clean and neat manner. Dress at the school site should be modest and appropriate for learning.
- B.** Students shall not wear any clothing or accessories that distract from or interfere with the education of themselves or others or is in any way disruptive to the learning environment.
- C.** Students shall not wear the following items while at The Resource Center or attending School-related functions:
 1. Clothing with lewd or obscene picture, writings or gestures
 2. Clothing with cigarette, beer, drug or otherwise inappropriate advertisements
 3. Spaghetti straps, midribs or clothing that exposes undergarments
 4. Skirts, dresses, or shorts the length of which does not fall below the fingers as the arm hangs naturally
 5. Sleep or lounge wear
 6. Any clothing that is suggestive or indecent
 7. Gang-related attire as determined by clothing items, color, or the

determination of the School Director/designee.

8. Shirts without sleeves

9. Tattoos and excessive piercings are expected to be modestly covered at all times.

D. The School Director/designee may prohibit any clothing or grooming that in his/her judgment may be expected to cause disruption of or interference with normal school operations that is an infraction of the dress code guidelines or that is determined to be gang-related.

E. The infraction procedure is as follows:

First: The student's parents will receive notification regarding his/her student's violation of the dress code. The parents will be asked to address the issue with the student at home.

Second: A meeting together with the Director/designee, student and parent(s) will be arranged to discuss the continued dress code violation. An incident report will be filed.

Third: Parent(s) may receive a written notice that the student may not attend classes at The Resource Center.

TECHNOLOGY & INTERNET USE AGREEMENT

CORE Charter School is pleased to integrate technology into a personalized learning program. To achieve success CORE is offering the use of Computers, I-pads other peripherals and the Internet aka the World Wide Web as a means of enriching current educational goals, and reaching technological proficiency goals as outlined by The National Education Technology Standards (NETS).

In order for this school to continue making these resources available, students must take responsibility for appropriate and lawful use of these resources. Student misconduct will result in consequences such as temporary or permanent ban from such resources, or possible removal from the school. The signatures on the contract are legally binding and indicate that the parties who signed have read the terms and conditions carefully and understand their significance.

Policies guidelines and rules described below refer but are not limited to all technological devices and peripherals including computers, the computer lab, i-pads, digital cameras, video equipment, software, sound equipment the internet, MP3 players, calculators, printers etc. that are owned by, leased to, and/or on loan to CORE Charter School. This also includes appropriate use of student's personal technology devices used on site.

Terms and Conditions (for Educational Computer Use and Internet Privileges)

Acceptable uses of Technology

The use of school computers, I-pads or other technological equipment must be in support of education and is consistent with the educational objectives of this school. Use of another organization's network or computing resources must comply with the rules appropriate for that network including:

- Class work or assignments as directed by and supervised by a teacher
- Complete homework assignments as instructed by a teacher but independently conducted

- Research for education purposes
- Use of approved educational software
- Training or development of computer use skills supervised by a teacher or Technology Specialist.
- Personal Discovery of an acceptable nature (“surfing the Internet”)

Prohibited uses of Technology

- Transmission of material in violation of any US or state regulation. This includes, but is not limited to: copyrighted material; illegal, threatening, harassing, violent or obscene material, and matter protected by trade secret.
- Altering or removing computer files not belonging to the user, installing unlicensed software, creating links to inappropriate materials, disconnecting equipment, and vandalism of any kind
- Use for commercial activities
- Use for product advertisement or political lobbying
- Any transmission or reception of pornographic material is expressly prohibited and will result in the cancellation of computer privileges.
- Change of Internet Browser settings or any computer preferences or settings
- Attempt to steal or learn others’ passwords including the administrator’s passwords or internet passwords
- Use of any ‘hacking software” or possession and distribution of any software tool
- Transmitting spyware, viruses, or other malware to computers
- Transmitting inappropriate messages or comments through use of common messaging or social networking sites
- Violating any other building, classroom or student conduct rules through the use of technology.
- Food and drink are not allowed in any computer area.
- Outside software is not permitted in any computer area; no software is to be downloaded, stored, or installed on any computer or in any computer account.
- Pirated software (warez) and MP3s are not to be downloaded or stored on any computer or in any user’s account.
- All copyright laws are to be observed. Copyrighted material is not to be placed in the system without the author’s permission.
- Do not move or disconnect any affixed computer or peripheral device or piece/part of any equipment. Contact the Technology Specialist or teacher concerning problems with any of the equipment.
- Appropriate behavior and common courtesy are expected at all times.
- Print or copy assignments or documents with specific permission only.
- Do not read, delete, copy, modify or attempt to access other’s emails.
- Do not give out personal identification information about yourself or others, including personal address, social security number, and phone number.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Do not use the system to encourage the use of drugs, alcohol, tobacco, or any illegal/inappropriate activities.

Security

Security on any computer system is a high priority, especially when the system involves many users. If you can identify a security problem on the network, notify your teacher or the School Director. You are not permitted to use another individual’s account, and you should never allow anyone else to access your account. If, at any time, you feel that your password may have been compromised, see the Technology Specialist immediately to have your password changed. You are responsible for all activity that occurs with

your account. Attempts to login to the network as a system administrator or gain unauthorized access will result in the cancellation of your computer privileges.

Vandalism

Vandalism will result in the cancellation of your computer privileges. Vandalism is defined as any malicious attempt to alter, harm, or destroy data of another user, computers, accessories, the Internet, or any of the above listed agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading, downloading, or creation of computer viruses.

Restitution and Consequences of Contract Violation

Students may be suspended or subject to other disciplinary actions for violation of this contract as provided in the current school Student/Parent Handbook under the provisions of Education Code 48900 (k): disruption of school activities and willful defiance of the valid authority of the school. Students will be required to provide restitution for damages to school equipment while the student is logged into any computer. In the case of no physical damage, but the requirement of staff or student aide time to reconfigure a system, students will be charged at the rate of \$50/hour for a minimum of one hour.

Privileges and Consequences

The use of school computers and the use of the Internet are privileges, and unacceptable use will result in the cancellation of those privileges. The School Director may revoke privileges at any time and for an extended period of time as deemed appropriate. A student who has his/her computer privileges revoked is not allowed to use any computer at her/his school site.

Indemnification

CORE Charter School makes no guarantees of any kind, whether expressed or implied, for the service they are providing. CORE will not be responsible for any damages suffered. This includes loss of electronic data resulting from faulty software or equipment, delays, non-deliveries, mis-deliveries, or service interruptions caused by their negligence or your errors or omissions. Use of any information obtained via the school computers and/or the Internet is at your own risk.

Duration of Agreement

The duration of this agreement begins when your online registration and acknowledgements are electronically signed and ends when the student leaves the CORE Charter School. This agreement is binding. Copies of use policies are available upon request.

TESTING AND ASSESSMENT

In order to continue to offer innovative alternative educational programs, charter schools must abide by the laws that govern them. According to California charter school law, we must demonstrate that our students are learning at a level equivalent to or greater than that of children in traditional schools. If we cannot, we risk losing our charter and the students risk losing this option.

We recognize that standardized tests do not always accurately reflect a student's knowledge and skills. However, we know that academic progress is one of the many benefits of programs like ours. And while we have the opportunity to see, first hand, how much our children are learning, testing creates an avenue with which we can demonstrate to the California Department of Education, and to the Western Association of Schools and Colleges and the California Charter School Association, our accrediting institutions, what we already know to be true.

With this in mind, we urge you to prepare your son or daughter to participate in the standardized state testing assessment program mandated by the State. The individual results will not be used by the state to track or label the students in any way. Parents who choose to do so may request in writing that the test results not be placed in the student's file or portfolio.

California Assessment of Student Performance and Progress (“CAASPP”)

The School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

Teacher Qualification Information

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

Cal Grant Program Notice

CORE Charter School is required by state law to submit the GPA 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.

Evaluation and Grading

Although traditional grades are not required or appropriate for every student or at every grade level, formal written assessment of a student's progress is. They are a means for feedback and praise of the student's accomplishments. As such, CORE Charter School requires all teachers to submit a Grade Report or Student Evaluation each semester. These reports become a formal part of the student's file unless the parent requests otherwise in writing.

The school shall provide each student a fair, objective, and transparent mathematics assessment process for correct center math class and/or curriculum placement. To ensure accurate placement, teachers, students, and/or parents may request a re-evaluation.

Recommendation to Create Portfolios

- A portfolio is a purposeful, integrated collection of student work that shows student effort, progress, or achievement in one or more areas. The collection includes evidence of student self-reflection and student participation in standards. A portfolio communicates what is learned and why it is important. (Paulson, 1991)
- Portfolios may be developed throughout the year and evaluated at the end of each semester. Portfolios encourage "authentic" measurement of learning.

COMMUNITY SERVICE

It is suggested that each student serve his or her community. The personalized learning teacher may assist the student in finding organizations that may need volunteers.

- **For high school students, one credit (or unit) will be granted for every fifteen hours served in the community.** The student must do a project which accompanies the service, i.e., a written report, a video project, a speech, a presentation, etc. The teacher will grade the project according to California state standards.

MATERIALS

Nature of Materials: Charter Schools and Religious Instruction

There should be no confusion regarding the use of religious materials in independent study/home-based education. A recent study of this issue resulted in guidelines that seem to accurately reflect the rights and opportunities of parents and students in Charter Schools. This study included intensive discussions with legislative representatives, legal counsel, parents, religious groups, and the California Department of Education. It is very clear that by applying the following guidelines to charter school instructional programs the schools will operate lawfully, and of equal importance, with maximum respect for individual rights.

- The parent/guardian acting as a co-educator, or in any other manner assisting in the instruction of his/her child, is NOT considered an agent of the State of California and therefore is not bound by those laws that guide the teachers who are paid by the State of California. The parent/guardian, as provided by the Constitution of the United States, is provided the right to freedom of expression of his/her religion and may at any time use religious content in the instruction, guidance, and care of his/her child.
- The State of California and subsequently its agent, the teacher, are not permitted to purchase or otherwise provide materials containing religious content for a student or for any other purpose.
- A Charter School may not require or maintain any student achievement records, including transcripts, report cards, portfolios, or any other documentation regarding the student, that contains religious content.
- The Independent Study Teacher of a State of California Charter School may not, during the course of instruction, utilize materials or expressions deemed to contain religious content.
- All children are issued non-sectarian curriculum in all core subjects that comply with state requirements.
- Small Group Instructors, who are paid by the state of California through a Charter School, are considered an agent of the State during their course instruction and therefore may not teach utilizing materials or expressions deemed to contain religious content.
- ❖ ***Any deviation from these guidelines will jeopardize individual rights and even Charter Schools themselves.***

EDUCATION MATERIALS

There are three ways in which a parent can receive educational materials and curriculum through CORE.

- Educational Materials catalogues, Elementary and High School, through which parents can review curriculum offerings
- The CORE Charter School library which is stocked with a variety of educational materials and curriculum
- The Teacher's classroom budget for special items required in order to accommodate a student's educational program

Parents, with assistance from their teacher, choose materials they will use. The parents review the appropriate catalog(s), talk with their teacher, and decide on the appropriate curriculum for each course of study. The charter has many approved educational materials and curricula choices displayed within the school catalogues.

Note: All materials provided to the student are the property of the school. Families must return the materials when the student is finished using them for their educational program. If these materials are not accounted for at the end of the school year, the Library Clerk must submit a missing materials list that will be used to charge the families for the missing resources, where appropriate. The charter reserves the right to withhold files and official transcripts if a student dis-enrolls with an outstanding bill (e.g., materials are not returned or have been destroyed.)

VENDOR COURSE INSTRUCTION AND DISCRETIONARY FUNDS - EDUCATIONAL UNITS

A student, by his/her attendance, generates funds called Educational Units (EUs) that have been appropriated for education instructional purposes. The teacher has the responsibility of approving and keeping track of the EUs incurred to meet the educational needs and choices of each family. For those students who are pursuing a program of Personalized Learning/Independent Study supplemented with Small Group Instruction classes or tutoring, the administration has made available \$1,000 per year/per student for small group classes, community college classes, assemblies and field trips. Parents and teachers, in cooperation, should seek instruction to enhance the student's academic and social program. The funds are available if needed to provide a sound academic program. Ultimately the teacher is responsible for the professional and ethical allocation of this funding. School policy supports the use of EUs for academics when students require additional support.

Field trips are often dependent on parent transportation and supervision. Parents are welcomed to participate, however, some excursions may require pre-paid, non-refundable fees for adults and students not enrolled in CORE. Please communicate with the field trip coordinators for specific details.

To order Vendor Course Instruction (VCI), the parent makes a request to the teacher. The teacher reviews, approves and submits an on-line Purchase Order request. The order cannot be processed until the teacher submits the on-line request.

- Students may not attend instruction without a Purchase Order number from the Teacher. The parent will submit the PO to the vendor before instruction begins.

WITHDRAWAL FROM VCI OR CENTER CLASSES

A student may choose to withdraw from a Small Group Instruction or VCI class. The parent or student should call the teacher to notify him that he will no longer be attending. It is the parent's/student's responsibility to contact his/her teacher about dropping a class prior to the next class meeting. The EUs that have been allocated for classes enrolled in but not attended will NOT be returned. A student who does not follow this procedure jeopardizes her/his right to attend VCI or Resource Center classes. The teacher must notify the purchasing department of withdrawal.

COMMUNITY COLLEGE CLASSES

Students may, when deemed appropriate, take Community College courses while concurrently enrolled in CORE. In order to do this, a teacher and high school counselor must verify that a student has the ability to be successful in this environment and adhere to the following process:

- Contact the community college to verify its concurrent enrollment process
- Complete the college concurrent enrollment form
- Request HS Counselor's approval and signature on the concurrent enrollment form
- Register for classes
- Inform the teacher of the required text

Important: Charter law states that a student may not be concurrently enrolled full time in two schools. Therefore, students enrolled in CORE may not take more than the number of allowed units per semester at a Community College and must concurrently carry no less than 20 units with CORE Charter School.

HIGH SCHOOL INFORMATION

See the current year High School Catalogue for all High School specific information, i.e. Grade Reports, Transcripts, and course planning, graduation, etc.

Open Campus

The School Director has the authority to allow High School students to leave the school campus. The school, its employees and officers are not liable for the safety and conduct of students who leave under this policy. The open campus option does not apply to K-8 personalized learning students.

1. The responsibility falls on parents and students to follow the rules and abide by parents' wishes.
2. The privilege of open campus may be revoked from individual students for disciplinary reasons.
3. If parents choose not to allow their student(s) to leave the campus, they must complete the proper form and submit it to the Resource Center.

Diploma Requirements

Students shall receive diplomas of graduation from high school only after completing the prescribed course of study and meeting the standards of proficiency established by the school and the state.

The minimum high school diploma requirements shall be the satisfactory completion of the following:

A. Students must have satisfactorily completed the Algebra I or Integrated Math 1 standards.

B. Students must attain a minimum of 220 credits while in grades 9-12.

C. The prescribed course of study for students in grades 9 through 12 shall include a minimum of:

- | | |
|-----------------------------------|---|
| 1. English – | 40 credits |
| 2. Mathematics – | 30 credits of high school level math (must complete one year of Algebra 1 or Integrated Math 1) |
| 3. Science – | 10 credits of Life Science and
10 credits of Physical Science and
10 credits other science |
| 4. Social Science – | 10 credits of World History, and
10 credits of United States History, and
5 credits of Economics, and
5 credits of American Government |
| 5. Physical Education- | 20 credits |
| 6. Foreign Language / VAPA or CTE | 10 credits |
| 7. Electives – | 60 credits |

D. A list of specific courses approved by the school, which meet graduation requirements, will be published in the High School Catalog and/or Parent /Student Handbook.

ELEMENTARY SCHOOL INFORMATION

Oral Health Assessment

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

IMPORTANT GENERAL INFORMATION

Resource Center Supervision - Students are NOT to be on campus unless in a class or in supervised tutoring. Students who are not in class or in a supervised setting will be asked to call home and have a parent pick up the student.

Drop Off/Pick Up - Students must be dropped off, at the Resource Center, no earlier than 15 minutes before their program/activity begins and picked up no later than 15 minutes after their program/activity ends. If a student (K-8) is going to be picked up by anyone other than his/her parent, the parent must add the name(s) to the emergency card.

Lunches - Students who attend center classes over a lunch break must bring their own lunches to the Resource Center. Staff kitchen facilities are off limits at the center.

Driving Safety - Please respect all driving regulations and speed limits. Students who drive in an unsafe manner will lose the privilege of driving on school property and will be required to find another means of transportation to school.

Accreditation - the Western Association of Schools and Colleges (WASC) and the California Charter School Association (CCSA) accredit CORE Charter School. CORE Charter is a member of the Association of Personalized Learning Schools (APLUS.)

Governance - Charter Council Meetings are held a minimum of 3 times a year. **Board Meetings** are also held a minimum of 4 times per year. All governance meetings are open to the public. Please note the website or contact the main office for the locations and times.

STUDENT ACCIDENT ONLY INSURANCE

Student Accident Only Insurance is available through United Health Care. Please contact your school office for a brochure.

PUPIL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION

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 School receives a request for access. Parents or eligible students should submit to the School Director or designee a written request that identifies the records they wish to inspect.

The School official 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 School to amend a record should write the School Director or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the 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 School officials with legitimate educational interests. A School official is a person employed by the 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 School official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent 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 School official in performing his or her tasks. A 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 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 CORE 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 School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. To other School officials, including teachers, within the educational agency or institution whom the 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 §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. 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 §99.34. (§99.31(a)(2)).
3. To authorize 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 State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §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. (§§99.31(a)(3) and 99.35).
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).

8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
9. Information the School has designated as “directory information” under §99.37. (§99.31(a)(11)).

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. The School has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended
13. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the School to disclose directory information from your child’s education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the Executive Director at: 321 16th Street, Marysville, CA 95901

SPECIAL EDUCATION AND SECTION 504

Special Education Child Find

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

Section 504

The 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 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 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 School Director. A copy of the School's Section 504 policies and procedures is available upon request.

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.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Mr. Chris Mahurin, Executive Director
321 16th Street, Marysville, CA 95901, (530) 742-2786

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 CORE Charter.
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 CORE Charter, 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, CORE Charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. 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 School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

UNIFORM COMPLAINT PROCEDURES (ANNUAL NOTICE)

CORE Charter School has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

CORE Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, 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 CORE Charter School program or activity that receives or benefits from state financial assistance.

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

- Foster and Homeless Youth Services
- Career Technical and Technical Education and Training Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Executive Director of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Mr. Chris Mahurin
Executive Director
CORE Charter School
321 16th Street, Marysville, CA 95901
Telephone: (530) 742-2786

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 in writing.

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 sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the CORE Charter School's procedures.

The complainant has a right to appeal CORE Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of CORE Charter School's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of CORE Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

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

CALIFORNIA SCHOLARSHIP FEDERATION
ATTENTION: SOPHOMORES, JUNIORS, AND SENIORS

The California Scholarship Federation (known as CSF) is a statewide organization whose purpose is to recognize students who have demonstrated outstanding academic achievement. Qualifying for membership is on a semester basis following a point system that requires A's and B's in the most difficult classes. To become a lifetime member (Seal bearer) students must have qualified for four semesters during their last three years of high school, including one semester in the senior year. At graduation lifetime members receive a special seal on their diploma, a certificate, and gold cords to be worn at the ceremony.

CORE is now part of the **CSF** and students have the opportunity to become members of the California state honor society opening the door for several scholarships! CSF offers members the chance to earn an important item for their resumes, as well as participating in community service activities. (The motto of CSF is "Scholarship For Service.")

If you are interested, contact the High School Counseling Department or fill out the CSF application on our Website, www.coretca.org. Applications must be submitted during the **open application period** each semester. Late applications cannot be accepted according to state rules. Students will be notified of their application status shortly after applying. Activities and projects to members will be communicated through e-mail.

*** Interested students please note that you must apply **every semester**. Don't assume that your grades will automatically qualify you. If you have any questions about the program or what is required to qualify, please contact the High School Counselor.

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Administrative Regulation:

The School Director/designee shall develop a process for the administration or assistance of medication to students who need to take medication prescribed by a physician during the school day in order to attend the resource center.

I. Administration of Medications

Requirements for Administration or Assistance:

- A.** Before the School will allow a student to carry and self-administer prescribed auto-injectable epinephrine, or inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:
- 1. A written statement executed by the student’s authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken;**
 - 2.** A written statement by the student’s parent or guardian initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider’s written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider’s written statement.
- B.** New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student’s authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student’s parent or guardian and authorized health care provider, the School may not administer or assist in administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.
- C.** Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to the front desk staff.

Responses to the Parent/Guardian upon Request:

- D.** The School shall respond to the parent/guardian after receiving the request for administration and the physician statement regarding which School employees, if any, will administer medication to the student, and what the employees of the School will do to administer the medication to the student or otherwise assist the student in the administration of the medication.

Termination of Consent:

- E. Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent.

Authorized Personnel:

- F. A nurse who is employed by the School and certified in accordance with Education Code section 44877 will administer or assist in administering the medication to students. If not available, a designated School employee who is legally able to and has consented to administer or assist in administering the medication to students will administer the medication or otherwise assist the students.

Storage of Medication:

- G. Medication for administration to students shall be maintained at the front in a locked drawer or cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian where possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law.

Confidentiality:

- H. School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the School Director or other designated School employees.

Medication Records:

- I. The School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.
- J. The medication record shall contain the following:
 1. The authorized health care provider's written statement;
 2. The written statement of the parent/guardian;
 3. A medication log;
 4. Any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication.
- K. The medication log shall contain the following information:
 1. Student's name;
 2. Name of the medication the student is required to take;
 3. Dose of medication;
 4. Method by which the pupil is required to take the medication;
 5. Time the medication is to be taken during the regular school day;
 6. Date(s) on which the student is required to take the medication;
 7. Authorized health care provider's name and contact information; and
 8. A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

Deviation from Authorized Health Care Provider's Written Statement:

- L. If a material or significant deviation from the authorized health care provider's written statement is discovered, notification as quickly as possible shall be made to the School Director/designee, the student's parent/guardian, and the student's authorized health care provider.

II. Emergencies

CPR, First Aid, and AED:

- A. The school will provide CPR, First Aid, and/or Automated External Defibrillator (AED) training annually to all staff members. CPR, First Aid, and the AED will be administered whenever necessary by trained staff.

Resuscitation Orders:

- B. School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, trained staff shall make every effort to resuscitate him/her. The School does not accept or follow any parental or medical "do not resuscitate" orders. The School Director/designee, shall ensure that all parents/guardians are informed of this policy through the Parent/Student Handbook.

Emergency Contact Information:

- C. For the protection of a student's health and welfare, the School shall require the parent/guardian(s) of all students to keep current with the School emergency information including the home address and telephone number, business address and telephone number of the parent/guardian(s), and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.

Emergency Aid to Students with Anaphylactic Reaction:

- D. The school will provide emergency epinephrine auto-injectors to trained staff volunteers who may use those epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction.
- E. Trained staff volunteers may immediately administer an epinephrine auto-injector to a person suffering, or reasonably believed to be suffering, from an anaphylaxis reaction at school.

Opioid Antagonist Administration:

- F. Upon evaluation of emergency medical response time to the school, it is determined that the school will call 911 if a person is suffering or reasonably believed to be suffering from an opioid overdose.

Approved: 9/14/06

Updated: 6/13/13

Updated: 1/26/17

Board Policy:

- A.** CORE Charter School believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.
- B.** Studies and experience demonstrate that bullying most often occurs when activities take place in less-supervised areas. While on campus, students should be supervised at all times.
- C.** CORE Charter School will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully (including cyber-bullying) another student through words or actions. Such behavior includes: direct physical contact such as hitting or shoving; verbal assaults such as teasing or name-calling; and social isolation or manipulation. "Cyberbullying" means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device.

Examples of cyberbullying include but are not limited to:

Displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on any online application; Impersonating or representing another student through use of that other student's electronic device; Sending or leaving messages that are mean or threatening or so numerous as to bombard the target student.

- D.** CORE Charter School expects students and/or staff to immediately report incidents of bullying to the School Director/designee. Staff who witness such acts will take immediate steps to intervene when safe to do so. Each complaint of bullying will be promptly investigated. CORE Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter. Confidentiality will be maintained to the extent feasible.
- E.** To ensure bullying does not occur at the resource center, CORE Charter School will provide staff development training in bullying prevention to cultivate acceptance and understanding of all students and staff in order to maintain a safe and healthy learning environment.
- F.** Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.
- G.** This policy and the school's Student Code of Conduct will be followed by every student on school grounds, while traveling to and from school or a school-sponsored activity, between classes and during the lunch break whether on or off campus, and during school sponsored activities.

Conflict Resolution

- A.** CORE Charter School believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.
- B.** To prevent conflict, CORE Charter School will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, accepting differing values and cultures within the school community and ensuring a safe and healthy learning environment.
- C.** CORE Charter School will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict.
- D.** Conflict Resolution includes, but is not limited to, the following:
- a. Students are to resolve their disputes without resorting to violence.
 - b. Students are encouraged to help fellow students resolve problems peaceably.
 - c. Students can rely on staff trained in conflict resolution to intervene in any dispute likely to result in violence or bullying.
 - d. Students needing help in resolving a disagreement, or students observing conflict may contact a staff member.
 - e. Students and/or employees engaging in harassment or bullying are subject to disciplinary action.
- E.** Appeal:
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the School Director/ designee within five (5) school days. An appeal may be filed directly with the Board of Directors within that timeline.
- F.** Note that when harassment or bullying is based upon one of the legally protected characteristics, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in the Student Parent Handbook.

Adopted: 08-14-2014

Updated: 08-13-2018

Updated: 03-14-2019

500: Students**Discipline, Suspension and Expulsion**

Board Policy: Please refer to policies on school website www.corecharter.org

500: Students**Parent and Family Engagement**

Board Policy: Please refer to policies on school website www.corecharter.org

500: Students**Right To Know Teacher Qualifications**

Board Policy: Please refer to policies on school website www.corecharter.org

500: Students**Section 504 Rehabilitation Act**

Board Policy: Please refer to policies on school website www.corecharter.org

500: Students**Sexual or Gender-Based Harassment**

Board Policy: Please refer to policies on school website www.corecharter.org

500: Students**Title IX and Complaints**

Board Policy: Please refer to policies on school website www.corecharter.org

❖ For additional policies, please refer to school website at www.corecharter.org or request at the front desk.