



# WASC Accredited Personalized Learning Charter Schools

## Student and Parent Handbook

2016-2017

### Motto

*Personalizing Education for Student Success*

### Vision

**To provide unique educational opportunities  
nurturing far-reaching success for students**

### Mission Statement

CORE Schools, 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.

Approved by the Board of Directors: June 17, 2016.  
Revision approved by the Board of Directors: September 9, 2016.

# School Information

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## CORE BUTTE CHARTER SCHOOL

[WWW.COREBUTTE.ORG](http://WWW.COREBUTTE.ORG)

## BUTTE COUNTY

Center

*TK-8 Home Study Chico Enrichment Center*

1600 Humboldt Road, Suites 3 & 4  
Chico, CA 95973  
(530) 894-3952  
Linda Scherba, TK-8 School Director

*TK-12 Home Study Paradise Enrichment*

5665 Scottwood Road  
Paradise, CA 95960  
(530) 872-8294  
Linda Scherba, TK-8 School Director

*CORE Butte High School Program  
Enrichment Center*

260 Cohasset Rd, Suite 120  
Chico, CA 95926  
(530) 894-3952  
(530) 566-9819 Fax  
Matt Harvey, High School Director

*Administrative Offices*

260 Cohasset Rd, Suite 130  
Chico, CA 95926  
(530) 809-4152  
(530) 809-4912 Fax  
Mary Cox, Executive Director

## CORE @ THE CAMPTONVILLE ACADEMY

[WWW.CORETCA.ORG](http://WWW.CORETCA.ORG)

## YUBA / SUTTER COUNTIES

*Lakeside Resource Center*

321 16th Street  
Marysville, CA 95901  
(530) 742-2786  
(530) 742-6067 Fax  
Chris Mahurin, School Director

*Marysville Resource Center*

922 G Street  
Marysville, CA 95901  
(530) 742-2531  
(530) 742-3027 Fax  
Chris Mahurin, School Director

## CORE PLACER CHARTER SCHOOL

[WWW.COREPLACER.ORG](http://WWW.COREPLACER.ORG)

## PLACER / NEVADA COUNTIES

*Colfax Resource Center*

1033 South Auburn Street  
Colfax, CA 95713  
(530) 346-8340  
(530) 346-2446 Fax  
Alison Garcia, School Director

*Lake of the Pines Resource Center*

11010 Combie Rd., Suite 214  
Auburn, CA 95602  
(530) 268-1006  
Alison Garcia, School Director

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CORE Butte Charter School will not discriminate in its programs, admission policies, employment practices or all other operations as provided for in the California State Constitution, Article IX Section 8 and will not discriminate against any student on the basis of ethnicity, religion, national origin, gender, disability, military, veteran, victim of stalking, or basis of any other protected class. Please contact the school's Title IX coordinator, Mary Cox, 260 Cohasset Rd. Suite 120, Chico, CA 95926, 530-809-4152, with any concerns.

## STUDENT ENROLLMENT

### Admission

- CORE Butte Charter School is a TK – 12 public school that offers an alternative homeschool education. As such, we encourage families to review our enrollment compact outlining independent study expectations. CORE will admit any student provided students meet California State residency requirements and are at least five years old by the state deadline of the year in which he or she enrolls and is not older than 19 years of age 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 who will have their fifth birthday after the state deadline but prior to December 2<sup>nd</sup> may enroll in an optional two year transitional kindergarten program. Students who will have the fifth birthday after December 2<sup>nd</sup>, but prior to March 1<sup>st</sup>, may enroll on or after their fifth birthday once assessed for kindergarten readiness. 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 a Personalized Learning program that follows state regulations for compliance with Independent Study. Students must be able to work independently.
- 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 be desirable, parents and students attend an orientation and a welcome meeting with a CORE teacher and administrator/designee in order to ensure student success in our school. **By choosing to enroll their children in CORE parents accept co-responsibility for their children's education.**
- It is also important for parents to realize that in accordance with California State Assembly Bill 544, 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.
- The Board of Directors is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination, including harassment, on the basis of a student's: Disability, Gender, Nationality, Race or Ethnicity, Religion, Sexual Orientation, military, veteran, victim of stalking, or basis of any other protected class and/or Association with individuals with one (1) or more of the above characteristics.

### Enrollment Forms

CORE welcomes all students and does not discriminate in its programs, admission policies, employment practices, or all other operations. CORE's Enrollment Registrar works as a liaison to help families through the enrollment process. During enrollment, you may be asked to provide documentation to verify information the school needs to provide to the California Department of Education. If a requested form is not applicable or available, CORE's enrollment liaison will help you with an alternative means of verification.

- Enrollment Compact
- Student Registration, Demographic and Emergency Information
- Proof of age: Birth Certificate / Passport / or Other Approved Means
- Medical Immunization Record or signed appropriate Personal Beliefs Exemption Waiver
- Kindergarten Health Form

- Tdap immunization for incoming 7<sup>th</sup> -12<sup>th</sup> grader
- Proof of Residency within the school's program boundaries – N/A for homeless youth
- National School Lunch Program form
- Technology Use Agreement
- 8<sup>th</sup> grade report card and High School Transcripts (8<sup>th</sup> -12<sup>th</sup> grade enrollments)
- Special Education IEP / 504 documents (when applicable)

*\* Undocumented and non-citizen or permanent-resident parents should not fear that applying on behalf of their children or dependents will result in deportation or other immigration-related actions.*

## **PERSONALIZED LEARNING OPTIONS THROUGH CORE Butte Charter School**

CORE Butte Charter School offers support classes for our Personalized Learning Program at three sites in Chico and Paradise.

The roots of our program reside in the **TK-12 Home Study program** which is now supported in Chico by a TK-8 learning center on Humboldt Avenue and a high school learning center on Cohasset Rd, and in Paradise by a TK-12 learning center on Pearson Road. These programs offer an hour or more per week support for some elective and academic subjects, while the parents provide the daily academic instruction for all subjects. Personalized Learning Teachers work with the parents to select state standards aligned curriculum, assignments, and assessments. Work is completed by the student every academic day of the school year, under the supervision of the parent. Field trips, tutoring, and classes in the community are coordinated by the parent and teacher to accommodate the student's best learning schedule. A budget is put in place to allow all students access to these academic supports.

**CORE Butte High School (CBHS)** is located in the high school learning center on Cohasset Road and was designed as a hybrid model program. This program allows students to attend three or more classes per week on site. This model provides academic instruction delivered by education professionals two or three days per week. The parent is still very involved in supervising and correcting homework, participating in meetings regularly with the teacher and student, and becoming engaged with the overall high school program. CBHS also provides a small high school culture for students that is safe, promotes responsibility, and offers many opportunities. Our sports program includes volleyball, basketball, track and golf. Other sports are planned for the future. The ASB (Associated Student Body) sponsors community events, dances and a prom. The program is designed to offer both flexibility and stability.

**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 student, who chooses a combination of Independent Study and Learning Center instruction classes, is responsible for accountability, documentation, guidance and oversight of the student's educational program.**

### **Personalized Learning Teachers:**

- Discuss enrollment with CORE School Administrator if applicable
- Discuss enrollment with Special Education Administrator if applicable
- If applicable, 504 or EL students notify appropriate administrator

- Assist the family in completing all the enrollment forms
- Issue a Parent/Student handbook or direct attention to an electronic version
- Assess the student's current levels
- Advise on curriculum offerings from the CORE Butte catalogues and library and make Vendor Course Instructor (VCI) orders for student/parent
- Answer a family's questions as they arise
- Serve as a liaison between the family and the CORE Administration, Staff, Learning Center Instructors and Vendor Course Instructors in addition to other community resources
- Provide direct instruction through classes offered at local Educational Resource Centers
- Provide direct tutoring instruction when appropriate for student progress
- Coordinate testing and assessment
- Keep current with school policy and procedures and notify students and families of any changes that affect them
- Attend any IEP, 504, Language Development Team (LDT), or Student Study Team (SST) meetings of students whom they teach or supervise
- Verify student attendance records
- Verify completion of assignments, student learning, and document work completed in Assignment and Work Record
- Collect and approve sample work from each subject area

**During meetings, Personalized Learning Teachers:**

- Determine together with the parent and student, assignments and learning goals to be accomplished during the learning period.
- Discusses the following as needed:
  - Curriculum choices
  - Diploma options and graduation requirements
  - 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)
- Ensures that the personalized program continues to meet the student's academic needs.
- Make recommendations for and ensure appropriate resources and curricula
- Make the CORE catalogues available to student and family
- 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. High School Counselor, Special Ed Coordinator and Technology Specialist
- Meet with the student and parent face to face at least once every 30 days to:
  - Record learning content
  - Obtain completed work and logs
  - Assess student progress
  - Make changes to Student Assignment and Learning Record as needed
  - Deliver educational materials and make recommendations to 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 verify that the student completed work each day and complete the Student Learning Log (Contemporaneous record).
- The teacher issues assignments to be completed during the next learning period.
- Attendance can be claimed only for work completed.
- A Compact Violation / Missing Assignment Report will be issued if the agreed upon work is not completed.
- A Compact Violation / Missing Assignment Report may be issued for a missed meeting, missed homework from a home study or learning center class, missed IEP tutoring sessions, homework that is not graded, or lack of communication with the Personalized Learning Teacher

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 Compact Violation / Missing Assignment Report (CV/MAR), and begin the truancy process, which may result in the student's dis-enrollment.

**Please note:** Incomplete work or other violation of the Enrollment Compact may result in a Compact Violation/Missing Assignment Report, indicating that independent study may not be the appropriate setting for student success. A meeting with the parent/teacher/student or a Student Success Team conference will take place, and a plan will be established to ensure that the compact is fulfilled. The student will be monitored on a weekly basis from that point. If the agreed upon work is not complete, or a recurrence of the compact violation takes place, a second CV/MAR is issued. If a third CV/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.

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

## **Student Assignment and Learning Records**

### **Personalized Learning/Independent Study:**

- Students/Parents and teacher may meet weekly, or at the very least face to face once every 30 days to review and/or document the learning that has occurred in each curricular area delineated in the student's Student Assignment and Work 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, parent and student also use this time to choose appropriate work samples to be included in the student's learning records 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 monthly learning of each student. The teacher will also document the content of that learning by defining concepts for the student's Student Assignment and Work 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 Work Record. Learning Center 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.

### **CORE COURSE EXPECTATIONS - ACCESS TO A HIGHLY QUALIFIED TEACHER**

- In order to improve instruction for all students CORE Butte Charter School may provide an additional instructor to ensure students have a "Highly Qualified" teacher in all core subject areas.
- CORE Butte Charter School will assign a highly qualified teacher to every student in all core subjects. Core subjects are defined as any English, Mathematics, Science, History, Geography, Government, Economics, Foreign Language, or Visual and Performing Arts courses even if the class is taken for elective credit.
- A dedicated highly qualified teacher will be assigned to every high school student in every core subject. The highly qualified teacher will notify the student in a letter of the time they are available for regular student access for answering questions, explaining assignments, and/or providing feedback. Each semester the highly qualified teacher will review the supervising teacher's gradebook assignments and verify that assessments have been given to assess mastery.
- Personalized learning teachers will ensure that all a-g students are assessed to ensure mastery of the content standards. Acceptable assessments include, but are not limited to, tests, essays, projects, research papers, presentations and exams. All a-g courses must require a final exam or a significant final project. Major assessments must be proctored by a CORE Butte staff member or tutor.



- Parents/guardians have taken on the responsibility of providing instruction, including providing dynamic opportunities for learning, correcting work, monitoring progress, and assessing students regularly.
- Together, the highly qualified teacher, personalized learning teacher, and parent/guardian will comprise an ideal educational team providing the best opportunity for student success.

**The main purposes of a completed Student Assignment and Work 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.

### 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 at minimum, face to face once every 30 days.

- Determines location of meeting with parent, providing certain conditions are met
- May not meet alone with any student unless the meeting occurs in a public place
- Calls if they are 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
  - Educational Resource Center class options
  - Vendor Course Instructor options in the appropriate area
  - Diploma options and graduation requirements
  - Parent training opportunities
  - Field trips
- Advises on curriculum, classes in the community and makes VCI requests for student/parent
  - Makes school catalogue available to student and family
  - Arranges to deliver materials to the family when they arrive
  - Follows up on any 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 any changes that affect them
- Provides a liaison between other staff, i.e. High School Counselor, Special Education Director, Technology Specialist

### **What Teachers Should Expect from Parents**

- Voluntarily participation in this Personalized Learning / independent study program and to have read and understood the terms of the Master Agreement.
- Meet on a scheduled basis with Teacher as agreed, at a minimum, face to face once every 30 days. If you must reschedule call in advance.
- Teacher may not meet alone with any student unless the meeting occurs in a public place
- Call in advance if meetings need to be cancelled for any reason or if you're going to be more than 15 minutes late.
- Daily monitoring and involvement in the student's learning/ assignments.
- Bring ALL work corrected and graded unless previously agreed to by teacher and parent. If a meeting is missed or assignments missing the teacher MUST issue a Missing Assignment Danger of Failing Report
- Utilize the Student Portal to request class registrations anytime before the second week of classes. After classes have started, asks Personalized Learning Teacher to complete an add/drop form for any class requests.
- In a timely fashion, requests Personalized Learning Teacher to complete add/drop form if student will not be attending learning center classes on a regular basis, so that other students may be accommodated.
- Read monthly newsletter and use the school website, [www.corebutte.org](http://www.corebutte.org) for additional resources
- Consistent communication when problems or issues arise.
- Attend parent training sessions as offered and applicable
- Participate in State required testing 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 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 which 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 Administrator in charge. The Administrator 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 zero 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 zero 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, students will be asked to withdraw from the program.

One of the goals of **CORE Schools** 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, in the Educational Resource Centers, and on field trips will:

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

- Choosing a healthy lifestyle that would preclude the use, possession or distribution of drugs, alcohol or tobacco.
- 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 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.

## EDUCATIONAL RESOURCE / LEARNING ENRICHMENT CENTERS

The Educational Resource Center (learning/enrichment center) is designed to support ALL students enrolled at **CORE**. 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 teacher/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 many enrichment classes at the Educational Resource Centers. These classes are available to all age groups. Center class schedules are available online.

- All students are eligible to attend the centers as is appropriate to their personalized program.
- A fair and legal system for admitting students to center enrichment classes has been established and implemented.

### Center Use

All students must be signed in and out every time they are present in a center. Please indicate on the student registration form if your High School student is **NOT** allowed to leave campus and whether your elementary student IS allowed to sign in and out of campus. Prompt drop-off before and pick-up after enrichment classes and activities is required. See Open Campus Policy on page 36.

Resource Centers are open to all students during normal school hours under any of the following conditions:

- Direct parent supervision
- Supervision by teacher

The Resource Centers have adopted the following basic expectations.

- **Respect Yourself**
  - Think positively.
  - Do your best.
  - Use your time wisely.
  - Dress appropriately.
- **Respect Others**
  - Keep your hands and feet to yourself.
  - Use positive, appropriate language.
  - Be polite.
  - Walk, don't run.
  - Listen to others.
  - Dress appropriately
- **Respect Your School**
  - Clean up after yourself.
  - Return things where you found them.
  - Use materials properly.
  - Dress appropriately.
- Computers are to be used for research, class assignments, or other educational activities

Students are expected to abide by the Code of Conduct 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.

## **Technology & Internet Use Agreement**

CORE 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.

CORE Butte Charter School may provide students with a school Google email and apps account. This account gives students' access to the entire Google suite of applications including Gmail, Google Classroom, Drive, and Calendar. These tools give students and faculty the ability to collaborate on projects and assignments. School accounts may remain active until students graduate. School accounts are not restricted or filtered beyond Google's standard SPAM filters. Parents/guardians that wish their students not be assigned school accounts should complete the "opt-out" form located on our website at [http://www.corebutte.org/optout\\_email.php](http://www.corebutte.org/optout_email.php).

CORE reserves the right to monitor use of student accounts for impropriety without advance notice or consent. Students should be aware that computer files and electronic communications, including email, are not private and may be accessed by CORE for the purpose of ensuring proper use.

Unless otherwise instructed by school personnel, students shall not disclose, use or disseminate personal identification information about themselves or others when using email or other forms of direct electronic communications.

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 Schools. 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 district. 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 suspension of computer privileges.
- Change of Internet Browser settings or any computer preferences or settings
- Attempt to steal or learn other’s 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 though 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 (BP/AR 6162.6—Use of Copyrighted Materials).
- 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.
- You should not send anything to a printer unless you absolutely need a hard copy of the information; do not print Web sites without knowing exactly how many pages will be printed; do not print multiple copies of any document without specific permission.
- Do not read, delete, copy, modify or attempt to access other’s emails. See Technology Coordinator to log out of another person’s email if left on.
- Do not give out personal identification information about yourself or others, including personal address, social security number, any location, financial information, and phone numbers.
- 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, the Technology Specialist, or the principal. 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 system administrator 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 suspension of your computer privileges.

### **Vandalism**

Vandalism will result in the suspension 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. According to Board Policy 5131.5, 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 suspension of those privileges. The Technology Specialist and School Director may revoke privileges at any time as deemed appropriate. The administration, faculty, and staff of any district school may request that the Technology Specialist deny, revoke, or suspend specific user privileges and that appropriate school disciplinary action be taken including expulsion if appropriate. Depending on the severity of the violation (to be determined by the system administrator and/or administration), computer privileges may be revoked for an extended period of time. A student who has his/her computer privileges revoked is not allowed to use any computer at her/his school site.

### **Indemnification**

CORE makes no guarantees of any kind, whether expressed or implied, for the service they are providing. The CORE will not be responsible for any damages suffered. This includes loss of electronic data resulting from faulty software or equipment, delays, nondeliveries, misdeliveries, 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. All documents and files will be erased from school computers on a regular basis. CORE is not responsible for the loss of this data.

### **Duration of Agreement**

The duration of this agreement begins when your registration and acknowledgements are signed and ends when the student leaves the CORE.. This agreement is binding. Any violation will be included in the student's permanent cumulative file.

The signatures regarding this agreement are legally binding and indicate that the parties who signed have read the terms and conditions carefully and understand their significance.



## 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. 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 California Assessment of Student Performance and Progress (CAASPP) program mandated by the State to administer this Spring. 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.**

### 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 Schools require all teachers to submit a Grade Report or Student Evaluation each learning period with a formal report card at the semester. **These report cards become a formal part of the student's file unless the parent requests otherwise in writing.**

## COMMUNITY SERVICE

It is suggested that each student serve his or her community. The personalized learning teacher will 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 contributed to a local service organization.** The student may 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. Additional guidelines may be found in the High School Catalog.

## 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 their 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 their religion and may at any time use religious content in the instruction, guidance, and care of their 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.
- CORE 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.*

### **Educational 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 Schools' libraries which are stocked with a variety of educational materials and curriculum
- The PL teacher's classroom budget for special items required in order to meet a student's needs.

Parents, with assistance from their teacher, choose which 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 school will submit a missing materials form that will be used to charge the families for the missing resources. This will include any missing or damaged technology resources. Unpaid outstanding bills may be forwarded to a collection agency.

### **STUDENT BUDGET GUIDELINES**

CORE Butte Charter School believes in and supports learning in the broad community. The school provides every student with an Educational Unit (EU) budget in order to personalize his/her education beyond the traditional curriculum. In 2014, the Local Control Accountability Plan (LCAP) required that specific funds be allocated for student academic improvement. The LCAP committee

chose to allocate an additional \$100 per student, raising the total budget to \$1,400. The following chart defines how the Educational Unit (EU budget) may be spent.

### The EU Budget

**Description:** Educational Units are allocated to each student in order to support classes on site and in the community, as well as field trips and other educational pursuits, which are not available through the assigned curriculum. EU allocations should be aligned with the learning plan and not used indiscriminately. Teachers use the Online Purchasing System (OPS) to place these orders.

**Academic support should always have priority over electives.** The use of funds is to be determined by the teacher in cooperation with the parent. If the student is not proficient in math and English Language Arts, academic tutoring should be the top consideration.

**EU Budget: \$1,400.** The entire \$1,400 may be used for tutoring and academic classes. A maximum of \$800 may be used for electives. This budget does not roll over from year to year, and is not shared among family members.

<b><i>Total Educational Budget for Academic and Elective Support: \$1,400</i></b>	
<b>Academics: May use all or part of the \$1,400</b>	<b>Electives: May use a maximum \$800 per year</b>
All center classes and materials fees	Art classes in the community
CBHS: \$200EU flat fee. 50EU per class for home study students. No pro-rating or "refund" if withdrawn from class/es.	PE classes in the community
Paradise/Humboldt: \$50 per class on entry. No pro-rating or "refund" if withdrawn from class/es.	Theater classes in the community
Academic tutoring	Music classes in the community
Conference/overnight activity: Maximum \$200	
School sponsored activities and assemblies	
Field Trips	
Online academic classes assigned to a specific student that supplant approved curriculum up to 250EU per semester per class	
Classes required for HS students to <b>meet</b> graduation (non-elective) and/or a-g requirements including VAPA and PE. Once requirements are met, these are considered elective.	
Computer programming, computer lit, or technology related courses.	

It is the responsibility of the PLT to monitor that no student exceeds the \$800 limit on elective EU expenditures.

### **WITHDRAWAL FROM VENDOR COURSE INSTRUCTION CLASSES**

A student may choose to withdraw from or Vendor Course Instruction class. The parent or student must contact the personalized learning teacher to notify him/her that he/she 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 classes. The teacher must Cancel the purchase order for each class.

EUs allocated for enrichment classes at the centers enrolled in but not attended will also not be returned.

## VENDOR GUIDELINES

1. **Vendors will NOT be paid for student instruction without a Vendor Purchase Order (PO). The teacher must provide the PO number before instruction may begin for each student.**
2. Vendors in the community are paid for instruction only. Minor materials that are part of the instructional time should be included in the class fee. Materials that become a product for students to take home or give as gifts must be purchased individually by the parent/student.
3. **Vendors are not paid for students who withdraw from the class.** Vendors should check their CORE rosters monthly to verify student attendance. If a student is no longer attending, but the vendor has received a PO or check for that student, the vendor should contact the administrative office at 530-809-4152, to cancel payment.
4. **Vendors must be able to reschedule classes if the vendor cancels.**
5. Tutoring Fees: the maximum one-on-one tutoring rate is \$25 per hour. A group rate of not more than \$35 per hour is required for 2 or more students.
6. Fees for CORE students should not exceed the cost for other students in the community.
7. Instructional fees may NOT be charged during the school year to pre-pay for summer instruction. The months allowed by the school include the month of September through the third week of May.
8. Vendor descriptions should state whether a registration fee is required, which is **paid by the parent**. Registration fees will NOT be paid by CORE Butte. **Registration, memberships, dues and uniforms are to be paid by parent.**
9. Vendor descriptions should be updated annually for accuracy.
10. Vendors must invoice the school in order to be paid for services
11. **CORE does not provide space for tutors. By law, independent contractors (vendors) must arrange for their own space, copies and supplies.**

**The School Director must approve exceptions to the above guidelines.**

## EMR BUDGET

Description: On rare occasions, some curriculum or related items will not be available in the library. The teacher must use their discretion to purchase these supplemental items by utilizing the teacher's Educational Material Resource (EMR) budget.

This budget is intended to supplement the regular curriculum and must be incorporated into the student's educational plan. The total placed in the teacher's EMR budget is \$1000 for the year to support all families on the teacher roster. The teacher must use their own professional judgment in order to meet the needs of students within the \$1000.

In the effort to expedite special orders for students and families, the following list has been revised so that you may be aware of disapproved items and items requiring permission.

**If the cost of an *individual* request for EMR curriculum exceeds \$200, the student's EUs should be used. Almost all special requests for single curriculum and online program expenditures should/will be under \$200.**

**Disapproved items:**

- Sectarian or religious materials
- Ink cartridges or printers
- Physical education equipment
- Dangerous materials such as toxic, adhesives, engines, carving implements, or chemicals
- Costumes
- Hard assets such as cameras, telescopes, airbrushes, ceramic wheels, musical instruments, electronic devices
- Musical or entertainment CDs, DVDs, videos of non-instructional value
- Live animals or animal care equipment
- Backpacks or tote bags

**Teachers must check the library before placing EMR orders.**

### HIGH SCHOOL INFORMATION

The counseling and administration departments rely heavily on email to communicate with high school students. Please be sure that the counseling department and your student record reflect an email that is regularly monitored.

The CORE Board of Directors has elected to allow the use of certain CTE (Career Technical Education) courses to satisfy the Foreign Language / Visual & Performing Arts graduation Requirement. Graduation versus UC/CSU Admission requirements and CTE Approved courses are listed below.

<b>Graduation / UC &amp; CSU Admission Requirements</b>			
<b>Subject</b>	<b>CORE's High School Graduation Requirements</b>	<b>UC/CSU Admission Requirements (Credits must be earned in pre-approved classes)</b>	
Alg = Algebra (Alg 1 & 2)	10	20	
Econ = Economics	5		
E = Electives	65	10	
ELA = English	40	40	
FL/V = Foreign Language / Visual & Performing Arts	10	30	
Gvt = Government	5		
H = Health	5		
LS = Life Science	10	10	
LS/V = Life Skills/Voc. Skills/Technology	10		
Math = Math (Pre-Alg, Geom, Calc)	20	10	
PE = Physical Education	20		
PS = Physical Science	10	10	
USH = US History	10	10	
WH = World History	10	10	
<b>Category Fulfillment of CTE Courses</b>			
<b>2016 - 2017 CTE Course Name</b>	<b>Satisfies Graduation Requirement</b>	<b>May be used to Satisfy FL/V Requirement</b>	<b>Satisfies UC Entry Requirement ( courses marked with an * are currently awaiting UC approval)</b>

a-g Ag Biology	LS	Yes	Area D - Lab Science
a-g Ag Business & Economics	Econ	Yes	* Area G - Elective
a-g Ag Communications	ELA	Yes	Area B - English
a-g Ag Earth Science	PS	Yes	Area G - Elective
a-g Ag Government	Gvt	Yes	* Area A - History
a-g Agriculture & Soil Chemistry	PS	Yes	Area D - Lab Science
a-g Animal Science	LS	Yes	* Area G - Lab Science Elective
a-g Digital Photography - ROP	FL/VAPA or LS/V	Yes	Area F - VAPA
a-g Environmental Horticulture & Floral Design	FL/V	Yes	* Area F - VAPA
a-g Environmental Technology - ROP	PS	Yes	Area D - Lab Science
a-g Fashion Design - ROP	FL/VAPA or LS/V	Yes	Area F - VAPA
a-g Food Science	LS/V	Yes	* Area G - Lab Science Elective
a-g Global Health	LS/V		* Area G - Elective
a-g Intro to Agriculture	PS	Yes	* Area G - Lab Science Elective
a-g Intro to Business	LS/V		* Area G - Elective
a-g Medical Anatomy & Physiology	LS/V		Area D - Lab Science
Ag Industry Internship	LS/V		
American Cuisine	LS/V		
Architectural Design	LS/V		
ASL III - Interpreting for the Deaf	FL/V		
Automotive	LS/V		
Automotive 2	LS/V		
Basic Woodworking	LS/V		
Carpentry	LS/V		
Child Development	LS/V		
Clothing & Fashion	LS/V		
Computer Networking	LS/V		
Consumer Education	LS/V		
Culinary Essentials II	LS/V		
Database Design and SQL Programming	LS/V		
Desktop Publishing	LS/V		
Electricity and Electronic Technology	LS/V		
Electricity and Electronic Technology	LS/V		
Entrepreneurship	LS/V		
Essential Web Skills	LS/V		
Event Planning	LS/V		
Exploring Building and Mechanical Systems	LS/V		
Food Production & Prep	LS/V		
Fundamentals of PC Maintenance	LS/V		
Future Farmers of America	LS/V		
Game Design 2	LS/V		
Healthcare Careers	LS/V		
Healthcare Seminar	LS/V		

Home Economics	LS/V		
Interior Design	LS/V		
Internet Publishing	LS/V		
Intro to Multimedia Production	LS/V		
Intro to Web Design	LS/V		
Introduction to Cosmetology	LS/V		
Introduction to Electronics	LS/V		
Introduction to Robotics	LS/V		
Keyboarding	LS/V		
Large Animal Care & Mgmt	LS/V		
Medical Terminology	LS/V		
Modified Home Economics	LS/V		
Multimedia I	LS/V		
Performance Production	FL/V		
Radio Production	LS/V		
ROP - A+ Computer Repair	LS/V	Yes	
ROP - Animal & Veterinary Careers	LS/V	Yes	
ROP - Audio and Video Production	LS/V	Yes	
ROP - Auto Body Paint and Repair	LS/V	Yes	
ROP - Automotive Technology	LS/V	Yes	
ROP - Building Construction	LS/V	Yes	
ROP - Computer Game Programming	LS/V	Yes	
ROP - Culinary Arts	LS/V	Yes	
ROP - Culinary Arts II	LS/V	Yes	
ROP - Medical and Hospital Careers	LS/V	Yes	
ROP - Retail Sales and Service	LS/V	Yes	
ROP - Welding Fabrication	LS/V	Yes	
Small Animal Care & Mgmt	LS/V		
Small Business Development	LS/V		
Small Business Services	LS/V		
Small Engine Mechanics	LS/V		
Social Media & Marketing	LS/V		
Video Game Design	LS/V		
Welding	LS/V		

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

## **Cal Grant GPA Submissions**

All 12<sup>th</sup> grade students' will be deemed a Cal Grant Applicant and GPAs will be submitted electronically unless the high school counselor is notified of the student / families decision to Opt-Out and an opt-out form is completed by December 1<sup>st</sup> of the student's year of graduation.

## **College Classes**

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

- Contact the CORE Counseling Department to see if an agreement is already in place with the college the student wishes to attend.
- If there is not already a process in place, contact the community college's Outreach department to verify their concurrent enrollment process.
- Confirm with the CORE Counseling Department that he/she is able to work with the desired college.
- Complete the college concurrent enrollment forms and any other necessary paperwork in a timely manner.
- Submit the paperwork to the college along with a copy to the student's PLT and the CORE Counseling Department
- Register for classes.
- Inform the teacher of the classes admitted to and any required texts.
- Transcripts of completed coursework must be submitted to the administrative offices within six weeks of the end of the CORE semester. Transcripts must include grade, credits, and grade points earned.

**Important: Students enrolled in CORE may not take more than a total of 11 allowed units per semester at any one college.**



# Graduation Requirements

In order to graduate, students at CORE will have successfully completed the following course requirements. Students must, in addition to CORE's graduation requirement, satisfy any current California High School Exit Examination (CAHSEE) requirement in order to receive their high school diploma.

<b>High School Subject</b>	<b>Minimum Graduation Requirement</b>	<b>UC/CSU Additional Minimum Requirements</b> (CREDITS MUST BE EARNED IN PRE-APPROVED CLASSES)
ELA = English/Language Arts	40 credits – 4 years	Same as graduation requirements
WH = World History	10 credits – 1 year	Same as graduation requirements
USH = U.S. History	10 credits – 1 year	Same as graduation requirements
Gvt = Government	5 credits – 1 semester	Same as graduation requirements
Econ = Economics	5 credits – 1 semester	Same as graduation requirements
Alg = Mathematics – Algebra I Standards	Must complete before graduating (may be taken in 7 <sup>th</sup> or 8 <sup>th</sup> grades)	Same as graduation requirements
Math = Mathematics	30 credits – 3 years	Algebra I, Geometry, & Algebra II (4th year recommended)
LS & PS = Science	10 credits Life Science – 1 year  10 credits Physical Science – 1 year	CSU : At least 1 year of physical science and 1 year of biological science, one from the “d” subject area and the other from the “d” or “g” area UC : Both courses must be from the “d” subject area: 3 years recommended
H = Health	5 credits – 1 semester	Same as graduation requirements
PE = Physical Education	20 credits – 2 years	Same as graduation requirements
FL/V = Foreign Language or Visual/Performing Arts	10 credits – 1 year (a listed CTE course may be substituted)	2 years of the same foreign language (3 recommended) and 2 semesters of the same Visual/Performing Arts course
LS/V = Life Skills/Vocational Skills/Technology	10 credits – 1 year	Same as graduation requirements
E = Electives	55 credits	1 year from the “a-f” subject areas

## **IMPORTANT GENERAL INFORMATION**

**Drop Off/Pick Up** - Students may be dropped off at their school site 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 or her parent, the parent must add his/her name/s to the emergency card.

Students are NOT to be on campus unless in a class or in supervised tutoring. A supervisor will oversee the lunch half hour if scheduled on the Enrichment Center Class Schedule. Students who are not in class or in a supervised setting will be asked to call home and have a parent come pick the student up.

**Lunches** - Students in the CORE program must bring their own lunches. Kitchen facilities are off limits to both parents and students at each center.

**Driving Issues** - Please respect all driving regulations and speed limits. Parking rules are unique to each center. Please review or ask your personalized learning teacher what the restrictions are at your local center.

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 Butte Charter School. CORE Butte is a member of the Association of Personalized Learning Schools (APLUS.)

**Governance - Charter Council Meetings** are held monthly. **Board Meetings** are held quarterly. All governance meetings are open to the public. Please check the school website or contact your Personalized Learning Teacher for the meeting locations and times.

**Screening** - The Charter School provides for the screening of pupils' vision and hearing and screening for scoliosis to the same extent as would be required if the pupils attended a non-charter public school .

## **STUDENT ACCIDENT ONLY INSURANCE**

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

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**500: Students**                      Administering Medication and Monitoring Health Conditions

Approved by Executive Director: 09/14/2006

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**Administrative Regulation:**

- A. Some students may need to take medication prescribed by a physician during the school day in order to be able to attend school.
- B. The Executive Director/designee shall develop processes for the administration of medication to such students by school personnel.
- C. Prescribed medication may be administered by the school nurse or other designated school personnel only when the Executive Director/designee has received written statements from both a student's physician and parent/guardian.
- D. School staff who administer medication, including epinephrine auto-injections, to students shall receive training from qualified medical personnel on how such medication should be administered as well as training in the proper documentation and storage of the medication.
- E. Staff authorized to administer the medication shall be afforded appropriate liability protection.
- F. If the parent/guardian so chooses, he/she may administer the medication to his/her child.
- G. In addition, the parent/guardian may designate another individual who is not a school employee to administer the medication to the student.

**H. Self-Administration and Monitoring**

- 1. Upon written request by the parent/guardian and with the approval of the student's physician, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test.
- 2. The student shall observe universal precautions in the handling of blood and other bodily fluids.

**I. Definitions**

- 1. *Other designated school personnel* may include any employee who has consented to administer the medication or otherwise assist the student, and who may legally administer the medication. (5 CCR 601)
- 2. *Medication* may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional

supplements, and herbal remedies. (5 CCR 601)

#### **J. Notifications to Parents/Guardians**

1. At the beginning of each school year, the Executive Director/designee shall notify parents/guardians that students who need to take prescribed medication during the school day may be assisted by a school nurse or designated school personnel or allowed to self-administer certain medication as long as he/she receives written statements from the student's physician and parent/guardian.
2. The Executive Director/designee shall inform the parents/guardians of any student on a continuing medication regimen for a non-episodic condition of the following requirements:
  - a. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage and the name of the supervising physician.
  - b. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects, and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

#### **K. Parent/Guardian Responsibilities**

1. Before a designated employee administers or assists in the administration of any prescribed medication to any student or any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours, the Executive Director/designee shall have a written statement from the student's physician and a written statement from the student's parent/guardian.
2. The physician's written statement shall clearly: (5 CCR 602)
  - a. Identify the student
  - b. Identify the medication
  - c. Specify the method, amount and time schedules by which the medication is to be taken
  - d. Contain the name, address, telephone number and signature of the physician
  - e. If a parent/guardian has requested that his/her child be allowed to self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, confirm with the student's physician that the student is able to self-administer the medication
3. The parent/guardian's written statement shall:
  - a. Identify the student

- b. Grant permission for the authorized representative to communicate directly with the student's physician, as may be necessary, regarding the physician's written statement or any other questions that may arise with regard to the medication
  - c. Contain an acknowledgment that the parent/guardian understands how district employees will administer or otherwise assist the student in the administration of medication
  - d. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to provide a written statement from the physician and to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication
  - e. Contain an acknowledgment that the parent/guardian may terminate consent for such administration at any time
4. If a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall also:
    - a. Consent to the self-administration
    - b. Release the school and school personnel from civil liability if a student suffers an adverse reaction as a result of self-administering the medication
  5. The parent/guardian shall annually provide the Executive Director/designee a new written statement from himself/herself and the student's physician.
  6. In addition, the parent/guardian shall provide a new physician statement if the medication, dosage, frequency of administration or reason for administration changes.
  7. Parents/guardians shall provide medications in a properly labeled, original container along with the physician's instructions.
    - a. For prescribed medication, the container shall bear the name and telephone number of the pharmacy, the student's identification, name and phone number of the physician, and physician's instructions.
    - b. Medications that are not in their original container shall not be accepted or administered.
    - c. Medications shall be delivered to the school by the parent/guardian, unless the Executive Director/designee authorizes another method of delivery.
  8. The parent/guardian of a student on a continuing medication regimen for a nonepisodic condition shall inform the school nurse or other designated certificated employee of the medication being taken, the current dosage and the name of the supervising physician.
  9. A parent/guardian may designate an individual who is not an employee to administer medication to his/her child as long as the individual is clearly identified, willing to accept the designation, permitted to be on the school site, and any limitations on the individual's authority are clearly established.
  10. The parent/guardian shall provide a written statement designating the individual and containing the information required above.

## **L. Designated Employee Responsibilities**

The school nurse or other designated school personnel shall:

1. Administer or assist in administering the medication in accordance with the physician's written statement
2. Accept delivery of medication from the student's parent/guardian, including counting and recording the medication upon receipt
3. Maintain a list of students needing medication during the school day, including the type of medication, times and dosage, as well as a list of students who are authorized to self-administer medication
4. Maintain a medication log documenting the administration of medication including the student's name; name of medication the student is required to take; dose of medication; method by which the student is required to take the medication; time the medication is to be taken during the regular school day; date(s) on which the student is required to take the medication; physician's name and contact information; and a space for daily recording of medication administration
5. The daily record shall contain the date, time, amount of medication administered, and signature of the individual administering the medication
6. Maintain a medication record including the physician's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
7. Ensure that student confidentiality is appropriately maintained
8. Coordinate the administration of medication during field trips and after-school activities
9. Report to the parent/guardian any refusal of a student to take his/her medication
10. Keep all medication to be administered in a locked drawer or cabinet
11. Communicate with the physician regarding the medication and its effects
12. Counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose
13. By the end of the school year, ensure that unused, discontinued and outdated medication is returned to the student's parent/guardian where possible or, if the medication cannot be returned, is disposed of in accordance with state laws.

### **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS PHYSICIAN'S RECOMMENDATIONS FOR MEDICATION**

This form is to be filled in and signed by a licensed physician. The form should then be signed by the parents/guardians and returned to the school.

Student's Last Name Month/Day/Year	First	Middle	Age	Birth Date:
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Name of School Grade	Name of Principal	Name of Teacher	Type of Class
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The law allows any person to assist in carrying out a physician's recommendation. The school recognizes the desirability of following physician's recommendations as nearly as possible at school, just as does a parent at home or any other person (not necessarily a nurse) if the physician requests his/her assistance. The fact that this is a service or accommodation which the school is not legally required to perform is recognized by all parties signing this form, and in so signing they agree to hold the district, its officers, employees or agents, harmless from all liability, suits, claims of whatever nature or kind which might arise out of these arrangements.

Do you wish this child to receive medication at school?	? YES	? NO
Name of Medication	Form (tablet, pill, capsule, etc.)	Number to be Taken
	Approximate Time of Day	Observed or Assisted by Whom (self, teacher, nurse, etc.)
#1. _____	_____	_____
#2. _____	_____	_____

Precautions, if any: \_\_\_\_\_

How is medicine to be brought to school:

By Whom (student, parent, etc.) ? \_\_\_\_\_

How often (daily, weekly, etc.) ? \_\_\_\_\_

In what kind of container (envelope, bottle, plastic container) ? \_\_\_\_\_

Does the physician wish to be able to talk briefly by telephone with someone (teacher, nurse, principal, psychologist) at intervals (weekly, monthly, quarterly) to see how this child is faring? If so, indicate: Person(s) \_\_\_\_\_ and intervals \_\_\_\_\_, and you will be notified as to numbers and times at which the person(s) may usually be reached at school by telephone.

**IMPORTANT:** Please discontinue this request as of the following date. \_\_\_\_\_. After this date, changes or continuance of these arrangements must be secured by filling out a newly dated copy of this form.

Signature	Address	Telephone No.	Date
License MD. No.			
Physician			Mo/Day/Yr
Parents' or Guardians' Full Name			Mo/Day/Yr
Parents' or Guardians' Full Name			Mo/Day/Yr

SIGNATURES OF BOTH PARENTS OR GUARDIANS ARE NECESSARY IF THEY ARE LIVING WITH OR HAVE CUSTODY OF THE CHILD.

## Background Information

### LEGAL PROVISIONS

The purpose of allowing medication to be given to students by authorized school personnel is to help provide for their general welfare by following the instructions of their physicians. This position is clarified by the intent seen in the following sections from the Nursing Practice Act (Chapter 6 commencing at Section 2700) Division 2 of the Business and Professions Code):

#### **NURSING OR MINISTRATIONS NOT PROHIBITED BY CHAPTER**

“The performance by any person of such duties as required in the physical care of a patient and/or carrying out medical orders prescribed by a licensed physician: provided, such person shall not in any way assume to practice as a professional, registered, graduate or trained nurse.” (Business and Professions Code Section 2727 (e)).

#### **PRACTICES UNAUTHORIZED**

“This chapter confers no authority to practice medicine or surgery.” (Business and Professions Code 2726)

#### **SUGGESTIONS FOR SCHOOL PROCEDURES**

The procedures covering medication brought to school to be taken by students according to the provisions listed on the preceding form will be expedited if the following procedures are used:

1. Two (2) copies of the form are supplied: one (1) for the school files and one (1) for the person authorized to administer the medication.
2. Only medication prescribed by the student’s physician as being necessary to be taken by the student in the manner listed on this form should be brought to school.
3. Such medication should be taken by the student in accordance with instructions from the physician listed on this form.
4. Medication brought to school to be given to the student according to the provisions listed on this form shall be in containers which are clearly marked with the name of the student; the name of the prescribing physician; an identification number or name of the medication; the druggist who dispensed the medication or the manufacturer; and the amount of medication to be taken at specified times or in specific situations.
5. All medications should be kept in a secure place. Any special instructions for storage or security measures of any medication should be written by the physician and given to school personnel so that such instructions can be followed.

#### *Legal Reference:*

##### EDUCATION CODE

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49414.5 Providing school personnel with voluntary emergency training

49423 Administration of prescribed medication for student

49423.1 Inhaled asthma medication, conditions upon which pupil may carry and self-administer medication

49423.5 Specialized health care services

49426 School nurses

49480 Continuing medication regimen; notice



BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:

2726 Authority not conferred

2727 Exceptions in general

CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

*Management Resources:*

NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Training Standards for the Administration of Epinephrine Auto-Injectors, December, 2004

WEB SITES

American Diabetes Association: <http://www.diabetes.org>

California Department of Education, Health Services and School Nursing:

<http://www.cde.ca.gov/ls/he/hn>

Department of Health and Human Services, National Institutes of Health, National Heart, Lung and Blood Institute, asthma information:

<http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

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<b>500: Students</b>	<b>Bullying Prevention and Conflict Resolution</b>
Approved by the Executive Director:	<u>06/14/2013</u>
	<b>ADOPTED</b>

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**Board Policy:**

**Bullying Prevention**

- A. CORE Butte 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. Students are NOT to be on campus unless in a class or in supervised tutoring
- C. CORE Butte will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully 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.
- D. CORE Butte expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to

do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

- E. To ensure bullying does not occur on school campuses, CORE will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity 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. The school's Student Code of Conduct will be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- a. Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
  - b. Students are expected to immediately report incidents of bullying to the principal or designee.
  - c. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
  - d. 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 principal or the School Counselor. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.
- H. The procedures for intervening in bullying behavior include, but are not limited, to the following:
- a. All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying as part of the student handbook which is distributed at enrollment, is updated annually, and is available on our website at [www.corebutte.org](http://www.corebutte.org).
  - b. The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
  - c. Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so.
  - d. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the targeted person, or witnesses, in any way.

## **Conflict Resolution**

- A. CORE 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 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, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment.
- C. CORE Butte 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. The school's Code of Conduct is to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following:

- a. Students are to resolve their disputes without resorting to violence.
- b. Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peaceably.
- c. Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- d. Students needing help in resolving a disagreement, or students observing conflict may contact an adult or peer mediators.
- e. Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
- f. Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

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**Administrative Regulation:**

- A.** Each student shall be well groomed while attending School 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 School or attending School-related functions:
1. T-shirts with lewd or obscene picture, writings or gestures
  2. T-shirts with cigarette, beer or drug advertisements
  3. Spaghetti straps or midriffs
  4. Any clothes that are suggestive or indecent
- D.** The School Director/designee may prohibit any clothing or grooming that in his/her judgment may reasonably be in some way inappropriate, expected to cause disruption of or interference with normal school operations or that is determined to be gang-related. Gang-related attire shall not be worn to school. The Executive Director reserves the right to declare certain clothing items or colors to be gang-related at any time when the safety of the students is at issue.
- E.** The infraction procedure is as follows:
- First: The student will be advised verbally that the article of clothing in question is inappropriate and will either cover the article of clothing or change into something more appropriate.
- Second: The student will receive a written warning and the parent/s will be notified.
- Third: The student will receive a written notice that they may not attend classes at the school.

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Approved by Executive Director: 09/09/2005

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**Administrative Regulation:**

- A. The Executive 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.
- B. In order to give students an opportunity to demonstrate responsibility and positive citizenship, the Executive Director establishes an open campus for High School Students.
- C. 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 they must complete the proper form and submit it to their center.

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**500: Students**

**Discipline: General Education Students and  
Students With Disabilities**

Approved by Board of Directors:

09/11/2015

**ADOPTED**

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**Board Policy:**

- A. **It is the policy of the school to support a positive, safe learning environment for all students.**
  - 1. In addition to taking disciplinary action at the school level, the School Director will report all illegal acts to the appropriate authorities.
  - 2. All professional staff is expected to enforce discipline and direct students so that they will demonstrate appropriate behavior.
  - 3. Discipline shall be administered when necessary to protect students, school employees, or property, and to maintain essential order and discipline.
  - 4. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case:

- a. Seriousness of the offense
  - b. Student's attitude.
  - c. Frequency of misconduct.
  - d. Potential effect of the misconduct on the school environment.
5. Personnel will use their professional judgment in determining which disciplinary action will be most effective in dealing with specific acts of student misconduct.
  6. Disciplinary actions apply equally to all students.
  7. There should be immediate and consistent interventions by the center teacher of any behavior that disrupts orderly classroom procedures or operation of the center.
  8. An Administrative report shall be issued for Level One, Level Two and Level Three violations.
  9. Discipline shall be based on the seriousness of the infraction and specific intervention as prescribed in B. & C.

### **B. Acts of General Misconduct**

- Including Such Behaviors as Student Failure To:

1. Demonstrate courtesy and respect even when others do not.
2. Behave in a responsible manner, always exercising self-discipline.
3. Attend classes regularly and on time.
4. Be well groomed and dress appropriately.
5. Obey all campus and classroom rules.
6. Respect the rights and privileges of other students, teachers, and other staff.
7. Respect the property of others, including School property and facilities.
8. Cooperate with or assist the school staff in maintaining safety, order and discipline.
9. Behave in a manner, which would not impede the orderly center procedure or interrupt the orderly operation of the center.

A student who violates these or other center rules may be disciplined by one (1) or more options listed below.

### **C. Disciplinary Options for General Misconduct**

1. Oral correction.
2. Cooling-off time or "time-out".
3. Seating changes in the classroom.
4. Counseling by teachers, counselors, or administrative personnel.
5. Parent-teacher conferences.
6. Rewards or demerits within the classroom.
7. Behavioral contracts with parents consent.
8. Withdrawal of privileges, such as participation in extracurricular activities.
9. Conversation with a parent to determine if temporary removal from learning center support classes, field trips and/or special event participation is appropriate. All independent study would continue, not a suspension from classes per se.
10. Other strategies and consequences as specified by the Administration.
  - a. For these violations, the teacher is not required to make a violation report. Depending on the seriousness of the violation, the parent may or may not be notified. A verbal report should be made to the School Director.
  - b. A teacher may temporarily remove from the support class setting a student who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively, with the students, or has disruptive or abusive behavior.
  - c. Parental questions or complaints regarding disciplinary measures taken should be addressed to the teacher and School Director.

### **LEVEL ONE: ADMINISTRATIVE INTERVENTION**

**A. Level One Acts of Misconduct** include those student acts which interfere with the orderly educational process in the classroom and/or the school. The disciplinary actions will depend on the offense, previous actions, and the seriousness of the misbehavior. Some infractions will result in a referral to the School Director.

**B. PROCEDURES**

1. Referral to School Director (with a completed Disciplinary Behavior Report).
2. School Director confers with student and/or teacher to establish appropriate action.
3. Teacher will be notified of the action taken.
4. Parent will be notified of the action taken depending on the severity of the situation.
5. A Disciplinary Incident Report shall be retained by the School Director.
6. Level One behavior violations and Discipline Options/Responses are not limited to those listed. Serious and/or repeated violations shall result in a more severe response and/or referral to Level Two.

**C. LEVEL ONE ACTS OF MISCONDUCT INCLUDE SUCH BEHAVIOR AS:**

1. Cheating or copying the work of another.
2. Leaving school grounds or school-sponsored events without permission.
3. Profanity, vulgar language, or obscene gestures.
4. Scuffling/horseplay.
5. Minor damage or vandalizing of property owned by others.
6. Possessing any knife.
7. Failing to comply with directives given by school personnel.
8. Name-calling, derogatory statements, or harassment that school officials have reason to believe will substantially disrupt the school program.
9. Possession or use of any legal, non-approved prescription or non-prescription drug, medicine, vitamins, or other chemicals.
10. Engaging in any misbehavior that gives school staff reasonable cause to believe that such conduct will substantially disrupt the school program.
11. Engaging in inappropriate physical conduct (i.e. public display of affection)
12. Possessing or using matches or a lighter.
13. Possessing, smoking, or using tobacco products or any device used for smoking tobacco or controlled substances.
14. Beepers, cellular telephones, electronic pagers, or any other similar types of communication systems that disrupt educational activity or are turned on without approval.
15. Walkman-type radios with headphones that teachers or students can hear and interferes with the learning environment.
16. Behaving in any way that disrupts the school environment or educational process.
17. Violating safety/center rules.
18. Violating dress and grooming standards.
19. Repeatedly violating other or classroom standards of behavior.
20. Truancy
21. Gambling
22. Any other acts which interfere with the orderly educational process in the classroom and/or the school.

**D. LEVEL ONE - DISCIPLINARY OPTIONS/RESPONSES MAY INCLUDE:**

1. Behavioral contracts (with parental conference).
2. Required School Director/student conference.
3. Parental conference.
4. Referral to outside agency or authority.
5. Removal from learning center support class and/or extracurricular activities including, but not limited to, field trips/commencement exercises/award ceremonies.

6. Disciplinary reassignment such as reassignment of classes, or home-based instruction.
7. Police citation.
8. Student Success Team meeting.
9. Any other appropriate disciplinary actions determined by the School Director.

## **LEVEL TWO**

**A. Level Two acts include** student misbehaviors, which seriously disrupt the orderly educational program in the center, and/or school related activities.

### **B. PROCEDURES**

1. The School Director investigates the infraction(s) and confers with the teacher(s) or other authorities.
2. The School Director confers with the student and parent about the student's misconduct. The student is given an opportunity to explain his/her version of the incident.
3. Written notice of offense(s) and action taken are given to parent and teacher.
4. Appropriate disciplinary options are needed. (See Level ONE options.)

### **C. LEVEL TWO ACTS OF MISBEHAVIOR INCLUDE SUCH BEHAVIORS AS:**

1. Involvement in gang activity, including participating as a member or pledge, or soliciting another person to become a pledge or member of a gang.
2. Possessing stun guns, pellet guns, BB guns, or any device designed to expel a projectile.
3. Falsely activating a fire alarm.
4. Damaging or vandalizing property owned by others.
5. Possessing any knife, including a pocketknife.
6. Hazing.
7. Committing or assisting in a robbery or theft that does not constitute a felony according to the California Penal Code. (Felony robbery or theft offenses)
8. Sells, gives, or delivers to another person, or possesses drug paraphernalia.
9. Engaging in inappropriate physical or sexual conduct.
10. Engaging in conduct that constitutes sexual harassment or sexual abuse whether the conduct is by work, gesture, or any other sexual conduct, including requests for sexual favors.
11. Gambling.
12. Engage in conduct punishable as a felony.
13. Engages in conduct that contains the elements of the offense of assault.
14. Sells, gives, or delivers to another person or possesses or uses or is under the influence of marijuana or a controlled substance or a dangerous drug.
15. Sells, gives, or delivers to another person an alcoholic beverage, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage.
16. Engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals.
17. Engages in conduct that contains the elements of the offense of public lewdness.
18. Stealing from students, staff, or the school.
19. Ethical or racial slurs.
20. Acts to incite violence.

### **D. LEVEL TWO - DISCIPLINARY OPTIONS/RESPONSES:**

1. School Director/teacher/parent/student conference.
2. Restitution or restoration, as applicable, for vandalizing to property.
3. Positive steps.
4. Expulsion from school.
5. Police citation.



6. Removal from learning center support classes, field trips and/or special events for a period not to exceed a semester.
7. Any other appropriate disciplinary actions determined by the School Director.

### **LEVEL THREE: EXPULSION**

**A. Expulsion means** removal of a student from the school. At the School's discretion, a student may be expelled for:

1. Criminal mischief, if punishable as a felony whether committed on or off school property, or a school-related event.
2. Serious or persistent misbehavior by a student who is already assigned to a disciplinary Alternative Education Program and continues to violate the School's Discipline Policy. The School defines "persistent" as two (2) or more violations of the Discipline Policy in general or repeated occurrences of the same violation.
3. Serious offenses that include but are not limited to, the following:
  - a. Assault of a teacher or other individual.
  - b. Retaliation against a school employee.
  - c. Murder, capital murder, or criminal attempt to commit murder.
  - d. Indecency with a child.
  - e. Kidnapping.
  - f. Arson.
  - g. Possession of a firearm, or live ammunition.
  - h. Possession of a prohibited knife.
  - i. Possession of a club.
  - j. Possession of a prohibited weapon.
  - k. The use, gift, sale, delivery, possession, or being under the influence of alcohol, marijuana, other controlled substances, dangerous drugs, or glue or volatile chemicals.
  - l. Engaging in conduct that constitutes criminal mischief.
  - m. Vandalism.
  - n. Robbery or theft.
  - o. Extortion, coercion, or blackmail.
  - p. Hazing
  - q. Profanity, vulgar language, or obscene gestures directed toward teachers or other school employees.
  - r. Fighting, committing physical abuse, or threatening physical abuse.
  - s. Sexual harassment of a student or campus employee.
  - t. Possession of or conspiring to possess any explosive or explosive device.
  - u. Falsification of records, or tampering with school-related documents.
  - v. Possession or distribution of pornographic material.
  - w. Making or assisting in making threats, including threats against individuals and bomb threats.
  - x. Refusal to accept discipline management techniques proposed by the teacher or School Director.
4. In an emergency, the School Director/designee may order the immediate removal of a student when people or property is in imminent harm.
5. The school enforces zero tolerance for possession of firearms, illegal knives, or any other illegal weapon, and any conduct punishable as a felony.
6. A student shall be considered to be in possession of any substance or object prohibited or regulated by this Discipline Policy, if the substance or object is:
  - a. On the student's person or in the student's personal property, including, but not limited to the student's clothing, purse, book bag, or briefcase.
  - b. In any school property used by the student including, but not limited to, a locker or desk.
  - c. Possession means actual care, custody, control, or management.

## **B. LEVEL THREE PROCEDURES:**

1. The Administrator investigates the school infraction(s) and/or illegal act and confers with the student.
2. The investigating Building Administrator notifies parents or guardians, in writing, of the reasons for the proposed expulsion.
3. The School Administrator will act as a hearing officer and conduct a full hearing before a final decision to expel a student is made, unless the parent or guardian waives the hearing.
4. A parent may appeal the expulsion decision to the School Board.

## **C. LEVEL THREE DISCIPLINARY OPTIONS/RESPONSES:**

1. Police citation.
2. Required administrative/parent/student conferences.
3. Expulsion.
4. Other viable options.

## **NOTICE TO PARENTS/GUARDIANS AND STUDENTS:**

- A. At the beginning of the school year, the School Director shall notify parents/guardians, in writing, about the rules related to discipline.
- B. The School Director shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment into our school.

## **DISCIPLINE OF STUDENTS WITH DISABILITIES**

***Suspension, Expulsion of a Special Education Identified Student:*** It is the practice of CORE Butte Charter School to develop Behavior Support Plans early when a pattern of misbehavior is noticed in a special education student. CORE will also convene an IEP meeting immediately following acts which seriously disrupt the orderly education program in the learning centers and/or any school related activity, to determine if behavioral supports and intervention need to be put in a student's IEP to support improved conduct. When needed, an Assessment Plan is developed to allow the school psychologist to conduct a Functional Behavior Assessment to assist the team in appropriately modifying a student's IEP.

- A Manifestation Determination IEP meeting will be convened whenever a change in placement due to misconduct occurs. A change in placement occurs if CORE Butte Charter School personnel have recommended an expulsion or if a student is suspended for more than 10 consecutive school days or the student has been subjected to a series of suspension that constitute a pattern, as follows:
- the series of removals totals more than 10 school days in a school year; and
  - the student's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
  - the consideration of additional factors, such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

- Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, CORE Butte, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:
- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
  - b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the IEP team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. Then, the IEP team shall:

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

If the IEP team determines that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then CORE Butte may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, students are entitled to continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

***Students Not Yet Eligible for Special Education Services:*** A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the school had knowledge that the student was disabled before the behavior occurred.

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

1. The parent/guardian has expressed concern in writing, to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education or related services; and
2. The parent/guardian has requested an initial evaluation of the student for special education pursuant to federal law; or
3. The teacher of the student or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the school's Special Education Coordinator/School Psychologist or other supervisory personnel.

However CORE Butte is deemed **not** to have knowledge as specified in items #1-3 above if the parent/guardian has not allowed an initial evaluation of the student, or has refused services, or if the student has been evaluated and it was determined that the student was not a child with a disability.

If it is determined that the school did not have knowledge that the student was disabled prior to taking disciplinary action against the student, then the student shall be disciplined in accordance with procedures established for students without disabilities.

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary action against the student, then the student shall be disciplined in accordance with procedures established for students without disabilities. However, an evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities.

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

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

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

**Interim Alternative Educational Setting:** The student’s interim alternative educational setting shall be determined by the student’s IEP team.

**Due Process Appeals:** The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited due process hearing through the Special Education Unit of the Office of Administrative Hearings.

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Charter school students are entitled to the same due process rights held by students enrolled in non-charter public schools.

<b>600: Instruction</b>	<b>Uniform Complaint Procedures</b>	
	05/12/2006	03/11/2016
Approved by Executive Director	<b>APPROVED</b>	<b>REVISED</b>

**Administrative Regulation:**

- A. CORE Schools shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person’s association with a person or group with one (1) or more of these actual or perceived characteristics in any program or activity that receives or benefits from state financial assistance. (5 CCR 4610)
- B. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)

- C.** Uniform complaint procedures shall also be used when addressing complaints regarding the school's compliance with pupil fees legislation. (AB 1575)
- D.** Uniform complaint procedures shall be used when addressing complaints regarding the provision of reasonable accommodations for lactating pupils on campus. (AB 302)
- E.** Complaints related to Foster and Homeless Youth Services are filed in accordance with this Uniform Complaint Procedure. (AB 379)
- F.** Complaints related to pupil instruction: course periods without educational content / repeated coursework (AB 1012) and physical education instructional minutes (AB 1391) shall be filed in accordance with this Uniform Complaint Procedure.
- G.** Complaints regarding noncompliance with the school's Local Control Accountability Plan (LCAP) will also be handled and processed in accordance with this Uniform Complaint Procedure.
- H.** Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the Williams Uniform Complaint Procedure.
- I.** The School Director/designee encourages the early, informal resolution of complaints at the site level whenever possible.
- J.** Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the School Director/designee, on a case-by-case basis.
- K.** Any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination is prohibited. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.
- L.** Whenever all parties to a complaint agree to try resolving their problem through mediation, the School Director/designee shall initiate that process. Any results shall be consistent with state and federal laws and regulations.
- M.** Compliance Officers
  - 1. School Directors shall receive and investigate complaints to ensure compliance with law.
  - 2. School Director's who investigate complaints are knowledgeable about the laws and programs for which they are responsible.
- I. Notifications**
  - 1. The School Director/designee shall annually provide written notification of the uniform complaint procedures to students, employees, parents/guardians, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)
  - 2. The School Director/designee shall make available copies of the uniform complaint procedures free of charge. (5 CCR 4622)
- J.** Written notification shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Acknowledge that the school is primarily responsible for compliance with state and federal laws and regulations
5. State that the review shall be completed within sixty (60) calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline
6. That an unlawful discrimination complaint must be filed not later than six (6) months from the date the alleged discrimination occurs, or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination
7. That the complainant has a right to appeal the school's decision to the CDE by filing a written appeal within fifteen (15) days of receiving the school's decision and must include a copy of the complaint filed with the school and a copy of the school's decision

## **K. Procedures**

The following procedures shall be used to address all complaints, which allege that the school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance. (5 CCR 4631 and 4633)

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

### **Step 1: Filing of Complaint**

- a. Any individual, public agency or organization may file a written complaint of alleged noncompliance by the school. (5 CCR 4630)
- b. A complaint alleging unlawful discrimination shall be initiated no later than six (6) months from the date when the alleged discrimination occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. (5 CCR 4630)
- c. A complaint form may be provided for complaints of unlawful fees (5 CCR 4621[c]).
- d. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received.
- e. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

- f. Complaints regarding AB 1575 may be filed with the school principal, and may be anonymous (EC 49013[b]).

#### Step 2: **Investigation of Complaint**

- a. The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
- b. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. (5 CCR 4631)
- c. A complainant's refusal to provide the school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)
- d. The school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

#### Step 3: **Response**

- e. Within thirty (30) days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the investigation and decision, as described in Step #4 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five (5) days, file his/her complaint in writing with the Board.
- f. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60)-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.
- g. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within sixty (60) days of the school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

#### Step 4: **Final Written Decision**

- h. The school's decision shall be in writing and sent to the complainant. (5 CCR 4631)
- i. The school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.
- j. The decision shall include:

1. The findings of fact based on the evidence gathered
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted
6. Notice of the complainant's right to appeal the decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal (5 CCR 4631)
7. For discrimination complaints, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies

k.If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed. The report shall not give any further information as to the nature of the disciplinary action.

#### **L. Appeals to the California Department of Education**

1. If dissatisfied with the school's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the school's decision. (5 CCR 4632-4633)
2. Upon notification by the CDE that the complainant has appealed the decision, the School Director/designee shall forward the following documents to the CDE: (5 CCR 4633)
  - a.A copy of the original complaint
  - b.A copy of the decision
  - c.A summary of the nature and extent of the investigation conducted by the school, if not covered by the decision
  - d.A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
  - e.A report of any action taken to resolve the complaint
  - f. A copy of the school's complaint procedures
  - g.Other relevant information requested by the CDE
3. The CDE may directly intervene in the complaint without waiting for action by the school when one (1) of the conditions listed in 5 CCR 4650 exists, including cases in which the school has not taken action within sixty (60) days of the date the complaint was filed with the school.



## **M. Civil Law Remedies**

1. A complainant may pursue available civil law remedies outside of the 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.
2. For discrimination complaints, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint. (5 CCR 4622)

### ***Legal Reference:***

#### **CODE OF REGULATIONS, TITLE 5**

*3080 Application of section*

*4600-4687 Uniform complaint procedures*

*4900-4965 Nondiscrimination in elementary and secondary education programs*

### Revision History:

5/12/2006 – Approved

6/13/2014 – Revised

9/12/2014 – Revised

3/11/2016 – Revised

CORE Butte Charter School Complaint Form

• 260 Cohasset Rd. Suite 120, Chico, CA 95926 •

Uniform Complaint Form

California Code of Regulations (CCR) Title 5 Section 4610 created a procedure for the filing of complaints. The complaint and response are public documents as provided by statute. This form should be used for any complaints that fall within the Uniform Complaint guidelines as outlined below.

CORE Butte Charter School follows uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one (1) or more of these actual or perceived characteristics in any program or activity that receives or benefits from state financial assistance. (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints regarding the school's compliance with pupil fees legislation (AB 1575), the provision of reasonable accommodations for lactating pupils on campus (AB 302), complaints related to Foster and Homeless Youth Services (AB 379), complaints related to pupil instruction: course periods without educational content / repeated coursework (AB 1012), and physical education instructional minutes (AB 1391).

Complaints regarding noncompliance with the school's Local Control Accountability Plan (LCAP) will also be handled and processed in accordance with this Uniform Complaint Procedure.

Please use the alternative Williams Uniform Complaint Form if your complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments.

Name: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ zip: \_\_\_\_\_ email: \_\_\_\_\_

Phone Number Home: \_\_\_\_\_ Cell: \_\_\_\_\_

Date of Problem: \_\_\_\_\_

Location of Problem (Center Name, Address, and Room Number or Location): \_\_\_\_\_

Course or Grade Level and Teacher Name: \_\_\_\_\_

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation:

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please file this complaint at the following location:
CORE Butte Charter School
Attn: Mary Cox
260 Cohasset Rd. Suite 120
Chico, CA 95926

CORE Butte Charter School Complaint Form

• 260 Cohasset Rd. Suite 120, Chico, CA 95926 •

Uniform Complaint procedures begin with either an attempt to solve the problem through mediation or an investigative meeting which is encouraged to be held within 5 days of receipt of the complaint. Reviews shall be completed within sixty (60) calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.

Unlawful discrimination complaints must be filed not later than six (6) months from the date of the alleged discrimination occurs, or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination.

The complainant has a right to appeal the school's decision to the CDE by filing a written appeal within fifteen (15) days of receiving the school's decision and must include a copy of the complaint filed with the school and a copy of the school's decision.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is schedules, and when a decision or ruling is made.

FOR ADMINISTRATIVE USE ONLY:

Date complaint received: \_\_\_\_\_

Date the complaint was logged by the compliance officer: \_\_\_\_\_

Mediation or Investigative meeting date (encouraged within 5 days): \_\_\_\_\_

Meeting attendees: \_\_\_\_\_  
\_\_\_\_\_

Was supporting evidence presented by the complainant? \_\_\_\_\_

Meeting notes:  
\_\_\_\_\_  
\_\_\_\_\_  
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Outcome of investigation:  
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\_\_\_\_\_  
\_\_\_\_\_

Date final written decision was sent to complainant (within 30 days): \_\_\_\_\_

**Administrative Regulation:**

**Types of Complaints**

- A. The school shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred:
  - 1. Textbooks and instructional materials
    - a. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or school-adopted textbooks or other required instructional materials to use in class.
    - b. A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two (2) sets of textbooks or instructional materials for each pupil.
    - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
    - d. A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
  - 2. Teacher vacancy or misassignment
    - a. Teacher vacancy means a position to which a single designated teacher has not been assigned at the beginning of the year for an entire year.
    - b. Beginning of the year means the first day of pupil instruction with a single designated teacher assigned.
    - c. Misassignment means the placement of a teacher in a position for which he/she does not hold a legally recognized certificate or credential.
  - 3. Facilities
    - a. A condition poses an emergency or urgent threat to the health or safety of pupils or staff. Emergency or urgent threat, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate.
    - b. A school restroom has not been cleaned, maintained, or kept open.  
 Clean or maintained means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers.  
 Open restroom means the school has kept all restrooms open during school hours when pupils are not in classes and has kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when the temporary closing of the restroom is necessary for pupil safety or to make repairs.

### **Filing of Complaint**

- A.** A complaint alleging any condition(s) specified in "Types of Complaints" above shall be filed with the School Director/designee.
- B.** The School Director/designee shall make all reasonable efforts to investigate any problem and shall remedy a valid complaint within a reasonable time period, not to exceed thirty (30) working days, from the date the complaint was received.
- C.** Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the School Director/designee shall report the resolution of the complaint to him/her within forty-five (45) working days of the initial filing of the complaint.
- D.** If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Board at a regularly scheduled meeting.
- E.** A complainant who is not satisfied with the resolution offered by the Board may file an appeal to the Superintendent of Public Instruction within fifteen (15) days of receiving the Board's response. The complainant shall comply with the appeal requirements.
- F.** All complaints and written responses shall be public records.

### **Reports**

The School Director/designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

### **Forms and Notices**

- A.** The Superintendent/designee shall ensure a Williams complaint form is available at the school. However, complainants need not use the school's complaint form in order to file a complaint.
- B.** The School Director/designee shall ensure that a notice is posted in each classroom containing the components.

## WILLIAMS UNIFORM COMPLAINT PROCEDURES

### NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS:

#### COMPLAINT RIGHTS

Parents/Guardians, Pupils, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. Each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be a teacher assigned to each class (not a series of substitutes or other temporary teachers) and he/she should have the proper credential to teach the class, including the certification required to teach English learners, if present.  
Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for the entire year.  
Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential.
4. A complaint form can be obtained at the school office. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>.

**WILLIAMS UNIFORM COMPLAINT PROCEDURES**  
**COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair and teacher vacancy or misassignment. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested?         Yes     No

Contact Information:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number:    Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail Address, if any: \_\_\_\_\_

Location of the problem that is the subject of this complaint:

School Name/Address: \_\_\_\_\_

Course Title/Grade Level and Teacher Name: \_\_\_\_\_

Date Problem was Observed: \_\_\_\_\_

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one [1] allegation.)

1. Textbooks and instructional materials:

- \_\_\_\_\_ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or school-adopted textbooks or other required instructional materials to use in class.
- \_\_\_\_\_ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two (2) sets of textbooks or instructional materials for each pupil.
- \_\_\_\_\_ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- \_\_\_\_\_ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher vacancy or misassignment:

- \_\_\_\_\_ A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year.
- \_\_\_\_\_ A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20% (twenty percent) English learners in the class.
- \_\_\_\_\_ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facility conditions: (Education Code 17592.72, 35186, 35292.5; 5 CCR 4683)

- \_\_\_\_\_ A condition exists that poses an emergency or urgent threat to the health or safety of pupils or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk;

abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; and structural damage creating a hazardous or uninhabitable condition.

\_\_\_\_\_ A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers.

\_\_\_\_\_ The school has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restroom is necessary for pupil safety or to make repairs.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of pupils or staff.

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Please file this complaint at the school office.

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints should be dated.

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(date)



**The Family Educational Rights and Privacy Act**  
(FERPA)

(20 U.S.C. § 1232g; 34 CFR Part 99)

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their child's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies and/or
9. State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook or newspaper article) is left to the discretion of each school.

**Administrative Regulation:**

**A.** The rights of parents/guardians of school students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled.

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and Administrative Regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by parents/guardians, the School Director/designee shall arrange for parental observation of a class or activity in a reasonable time frame.

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the School Director/designee of the school in which their child is enrolled.
3. Under the supervision of school employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests.
6. To have a school environment for their child that is safe and supportive of learning.
7. To examine the curriculum materials of the class(es) in which their child is enrolled.

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments, including textbooks, teacher's manuals, films, tapes and software. The school may charge an amount not to exceed the cost of duplication.

8. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
9. To have access to the school records of their child.

10. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish.
  11. To be informed in advance about school rules, attendance policies, dress codes and procedures for visiting the school.
  12. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
  13. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life; any form of parental screening or testing; any nonacademic home-based counseling program; parent training; or any prescribed family education service plan.
  14. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations.
  15. To question anything in their child record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
- B.** The School Director/designee shall obtain informed written parental consent before testing any student for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in, a special education or remedial program or regular school activity, shall not constitute written consent for these purposes.
- C.** The School Director/designee shall ensure that school staff understands the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.
- D.** In addition, the School Director/designee shall provide interested parents/guardians with opportunities to participate in professional development programs offered at the school in which their child is enrolled.
- E.** The School Director/designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.
- F.** School officials or law enforcement officials have the authority to investigate or intervene in cases of suspected child abuse.
- G.** Parent Responsibilities as stated in the Acknowledgement of Responsibilities:
- I am responsible for the daily monitoring/verification of subjects studied with scheduled monitoring by the Teacher.
  - I am liable for the cost of replacement or repair for willfully damaged, lost or destroyed books, computers, software and other school property loaned to my child.
  - I acknowledge that all learning resources used, print, non-print, technology, etc., is property of the school and all materials must be returned to the school upon proper notice.

- If I become aware that special or extenuating circumstances will prohibit my student from turning in the assigned work by the due date, I will contact the Teacher prior to the due date to make alternative arrangements.
- I understand that it is my responsibility to provide any needed transportation for all educational services offered by the school.
- I understand that CORE, like other California public schools, is required to assess students using the tests required by the Standardized Testing and Reporting Program (STAR), and agree that I will bring my student to the testing in the Spring.

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**500: Students**

**SPED/Section 504**

Approved by Executive Director: 01/13/2005

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### **Administrative Regulation:**

- A.** The Executive Director/designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment.
- B.**
  1. The Executive Director/designee shall establish a method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services.
  2. Identification procedures shall be coordinated with school procedures for referral of students with needs that cannot be met with modifications to the regular instructional program.
- C.** The Executive Director/designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including procedures to identify individuals who need special education services.

#### **Referrals for Special Education Services**

- A.** Before the initial provision of special education and related services to a student with a disability, the school shall conduct a full and individual initial evaluation of the student.
- B.** Within fifteen (15) days of the referral of any student for special education and related services, the school shall develop a proposed evaluation plan, unless the parent/guardian agrees in writing to an extension.
- C.** The proposed evaluation plan shall meet all of the following requirements:
  1. Be in a language easily understood by the general public
  2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
  3. Explain the types of evaluation to be conducted

4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent
- A. Prior to conducting an initial evaluation, the school shall provide the parent/guardian with prior written notice.

### **Parent/Guardian Consent for Evaluations**

- A. Upon receiving the proposed evaluation plan, the parent/guardian shall have at least fifteen (15) days to decide whether or not to consent to the initial evaluation. The school shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services.
- B. *Informed parental consent* means that the parent/guardian: (34 CFR 300.9)
  1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication
  2. Understands and agrees, in writing, to the carrying out of the activity for which his/her consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
  3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time
  4. Understands that if he/she revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked)
- C. The school shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student and maintain a record of its attempts to obtain consent:
- D. If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the school may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures.
- E. For a student who is a ward of the state and not residing with his/her parent/guardian, the school may conduct an initial evaluation without obtaining informed consent.
- F. The school need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (34 CFR 300.300)

### **Conduct of the Evaluation**

- A. The school shall complete the determination as to whether the student is a student with a disability, conduct the initial evaluation to determine his/her educational needs, and develop an IEP within sixty (60) days of receiving informed parent/guardian consent for the evaluation.

- B.** The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the school, county office of education, or special education local plan area (SELPA).
- C.** The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.
- D.**
  - 1. In conducting the evaluation, the school shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student.
  - 2. The school shall also use any information provided by the parent/guardian that may assist in making the determination as to whether the student is a student with a disability and, if so, the necessary components of his/her IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum.
- E.**
  - 1. The school's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student.
  - 2. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.
- F.** The school shall also ensure that assessments and other evaluation materials provide relevant information that directly assists persons in determining the student's educational needs.
- G.**
  - 1. Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
  - 2. The school shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified.
- H.** As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals, shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians; current classroom-based local or state assessments and classroom-based observations; and observations by teachers and related services providers.
- I.** On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine:
  - 1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
  - 2. The present levels of academic achievement and related developmental needs of the student

3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in his/her IEP and to participate, as appropriate, in the general education curriculum

### **Eligibility Determination**

- A.** 1. Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the child is a student with a disability and the student's educational needs.
2. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior.
- B.** The personnel who evaluate the student shall prepare a written report of the results of each evaluation to include, but not be limited to, the following:
1. Whether the student may need special education and related services
  2. The basis for making the determination
  3. The relevant behavior noted during the observation of the student in an appropriate setting
- C.** If a determination is made that a student has a disability and needs special education and related services, an IEP shall be developed within a total time not to exceed sixty (60) days, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five (5) school days, from the date of the receipt of the parent/guardian's consent for evaluation, unless the parent/guardian agrees, in writing, to an extension.

### **Independent Educational Evaluation**

- A.** 1. The parents/guardians of a student with a disability have the right to obtain an independent educational evaluation at public expense under the same criteria used for a school initiated evaluation.
2. An *independent educational evaluation* is an evaluation conducted by a qualified examiner who is not employed by the school.
3. *Public expense* means the school either pays for the full cost of the independent educational evaluation or ensures that the evaluation is otherwise provided at no cost to the parent/guardian.
- B.** The parent/guardian is entitled to only one (1) independent educational evaluation at public expense each time the school conducts an evaluation with which the parent/guardian disagrees.

- C.** Upon receiving the request for an independent educational evaluation, the school shall, without unnecessary delay, either:
  - 1. File a due process complaint to request a hearing to show that its evaluation is appropriate
  - 2. Ensure that an independent evaluation is provided at public expense, unless the school can later demonstrate at a hearing that the evaluation obtained by the parent/guardian did not satisfy the school's criteria
- D.** If a due process hearing decision determines that the school's evaluation is appropriate, then the parent/guardian may obtain an independent evaluation but not at public expense.
- E.** The results of an independent evaluation obtained by the parent/guardian, whether at public or private expense, shall be considered if it meets school criteria in any decision made with respect to FAPE and may be presented as evidence at a hearing on a due process complaint.

### **Reevaluation**

- A.** A reevaluation shall be conducted when the school determines that the educational or related services needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation.
- B.** The school shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures.
- C.**
  - 1. Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services.
  - 2. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these children.



Approved by Executive Director: 06/13/2014

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**Administrative Regulation:**

- A.** The school or program shall provide qualified teachers who are content experts and are capable of supporting students' learning throughout the online course
- B.** Students have access to qualified professionals (teachers, mentors, counselors, etc) or paraprofessionals who can support their online course participation.
- C.** Teachers monitoring or teaching online courses will be provided professional development if needed to effectively support students in their online learning.
- D.** Total student enrollment in online sections will be limited as necessary to allow for adequate teacher/student interaction for positive learning outcomes.
- E.** Student EU budget may be used to make technology hardware and software accessible to students if needed.
- F.** Upon request, students are entitled to appropriate advisement to ensure that they have the necessary background and technology to be successful in an online course.
- G.** Online assessments shall be proctored by a parent, tutor, or teacher to ensure that the student submitting material for assessment is actually the student enrolled in the online course.

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**500: Students****Parent Involvement**

Approved by Board of Directors:

09/14/200709/12/2014

ADOPTED

REVISED

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**Board Policy:**

The Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

The means for carrying out the requirements of subsections 20 U.S.C. \* 6318 (b)(1) are included in this policy, which shall be agreed upon by parents of Title 1 students and updated periodically to meet the changing needs of parents and the school.

CORE Butte Charter School will involve parents in the joint development of the LEA (Single School District) Plan and the processes of school review and improvement for program improvement schools under ESEA Section 1116, through the Charter Advisory Council, made up of a majority of parents, and through the Board of Directors, also made up of a majority of parents. All meetings will be properly noticed according to the Brown Act and published on the school web site.

The responsibilities for high student academic achievement are shared by the school and by parents. As such, parents will be involved in the development and updating of this policy through school-wide email invitations (via Blackboard or other school-wide communication system) to attend Charter Advisory Council meetings and School Board meetings, through attendance at parent trainings and seminars, and through making specific recommendations to the school staff. These components will be included in the school-parent compact.

The Compact will describe and address:

The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards.

The importance of ongoing communication between parents and teachers through, at a minimum, annual conference, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

The manner in which the school will build capacity for involvement

The assistance of parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children

Provide materials and training to help parents work with their children to improve their children's achievement

Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners

Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children

Distribute information related to school and parent programs, meetings and other activities to the parents of participating students in a format and, to the extent practicable, their children

Provide such other reasonable support for parental involvement activities under this section as parents may request.

Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and to the extent practicable, in a language such parents understand.

The school-parent compact is jointly developed with and distributed to parents of Title 1 students. The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and describes the means by which the school and parents build and develop a partnership to help children achieve the state content standards.

Parents and students will be given full access to all aspects of the planning, reviewing, implementation, and changing of the parent involvement policy, the school-parent compact, and the Title 1 program and procedures, by invitation to all Charter Council, Charter Board Meetings, and to any other meetings which may be planned, in order to offer flexibility in scheduling for full participation in an organized, ongoing, and timely way through the school-wide communication system.

CORE Butte Charter School will plan and implement effective parental involvement activities, and build parents' capacity for strong parental involvement, through continuous offerings of training, continuous updates through Title 1 program reports, and one-on-one parent-teacher meetings in order to improve student academic achievement and school performance through parent training and seminars, as well as parent coaching.

CORE Butte Charter School will coordinate and integrate parental involvement strategies under Part A and under other programs as specified.

CORE will provide parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.

Parents will be provided an explanation of the curriculum and strategies implemented by the Title 1 staff by direct communication with the teacher, parent coaching, and through the offering of an extensive variety of curriculum available to parents in CORE's course catalogs for both elementary and high school. Parents are also invited to suggest specialized curriculum, which will be purchased by the school when appropriate.

CORE will build and maintain consistent and effective communication between the home and the school so parents may know when and how to assist their children in learning at home.

CORE will train teachers and administrators to communicate effectively with parents.

CORE Butte Charter School will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the school, specifically asking parents how to build capacity for involvement of parents, and use the findings of the evaluation to design more effective parental involvement. When school-parent compacts are discussed or developed, all Title 1 parents will be invited to attend.

An alternative to attendance at these meetings will include at least one alternative meeting time, and the availability to communicate with the school director and Title 1 teacher via email, telephone, or other communication in order to have input.

CORE Butte Charter School will involve parents in the school’s activities through invitations to conferences and events regarding the school’s services.

Parents with limited English proficiency will be contacted in their own language. Accessibility for parents with disabilities will be ensured. Title 1 staff will specifically contact parents of migratory students.

<b>500: Students</b>	<b>Sports Eligibility &amp; Safety</b>	
Approved by Board of	<u>03/13/2015</u>	<u>11/16/2007</u>
Directors:	<b>REVISED</b>	<b>ADOPTED</b>

**Board Policy:**

- A. The Board of Directors desires to protect students from risks posed by involvement in sports activities while providing an appropriate education for all students.
- B. Participation in sports and/or other activities may be limited by the school’s liability insurance for students.

**Scholastic Eligibility**

In order to be eligible to participate in CORE’s sports programs, students must be maintaining minimum progress towards meeting high school graduation requirements, must be currently passing all classes according to prior learning period posted grades, and must have achieved an unweighted 2.0 grade-point average, on a 4.0 scale, at the conclusion of the previous semester.

Probationary Period: The governing board will allow a student who does not achieve the above requirement in the previous grading period to remain eligible to participate in interscholastic athletics during a probationary period. The probationary period shall not exceed one semester in length. A student who does not meet the above requirements during the probationary period shall not be allowed to participate in interscholastic athletics in the subsequent grading period.

Students’ semester eligibility date will be the designated report card deadline date set each semester. This is the date on which all students become eligible and ineligible based on their officially posted gpa in the immediately previous grading period.

Grades cannot be changed following the grading period for purposes of addressing any deficiency in an individual student’s scholastic eligibility.

Only grades changed prior to the established eligibility date and changed in accordance with all California State Education Code requirements and approved by the school director may be used for purposes of determining scholastic eligibility.

A grade(s) of “Incomplete” shall not be considered a passing grade under this bylaw unless the “Incomplete” grade shall become a passing letter without further achievement or accomplishment by a student, as stated by the teacher of the course.

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**500: Students****Repeated Coursework**

Approved by Board of Directors:

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06/17/2016

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ADOPTED

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**Board Policy:**

- A. The Board strives to provide meaningful learning time to all students.
- B. No high school student shall be enrolled in any course that the pupil has previously completed with a grade higher than a D+ unless:
1. The course was designed to be taken more than once and educational content of the course changes year to year.
  - or
  2. The student's personalized learning teacher and the school director have determined that the pupil will benefit from being assigned to the course again and the student's parent/guardian has consented in writing to the assignment for the purpose of improving a lower grade.

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**500: Students****Credit for a Repeated Course**

Approved by Executive Director:

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03/25/2011

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06/17/2016

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ADOPTED

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REVISED

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**Administrative Regulation:**

- A. Students may repeat a course:
1. if the course was designed to be taken more than once and educational content of the course changes year to year
  2. or where a D or F grade was earned
  3. or where the student wishes to repeat the course for the purpose of improving their grade.
- A. If a course is repeated to improve a grade, the original or lower letter grade will remain on the transcript, but will be removed from the student's G.P.A.
- B. Procedure:
1. If the student wishes to retake a course to improve a grade, the student and parent/guardian/educational rights holder will meet with the counselor and teacher in order to decide if a repetition of course would be beneficial.
  2. If the placement has educational benefit to the student, the student, parent/guardian, personalized learning teacher (PLT), and school director/designee will sign a Repeated Course Request form to be filed in the student's cumulative (CUM) file.
  3. The initial course repeated is marked as an "R" (repeat) on the student's transcript and the course is re-assigned and put on the Master Agreement for the agreed upon term.

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**500: Students****Courses: Academic Content**

Approved by Board of Directors:

06/17/2016

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ADOPTED

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**Board Policy:**

- A. The Board strives to provide meaningful learning time to all students.
- B. No high school student shall be enrolled in any course that lacks educational content unless the student's personalized learning teacher and the school director have determined that the pupil will benefit from being assigned to the course and the student's parent/guardian/educational rights holder has consented in writing to the assignment.

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**500: Students****Courses: Academic Content**

Approved by Executive Director:

06/17/2016

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ADOPTED

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**Administrative Regulation:**

- A. No high school student shall be assigned to a course without academic content unless the following conditions are satisfied:
  - 1. The student and parent/guardian/educational rights holder will meet with the school director or counselor and teacher in order to decide if the course would be beneficial to the student.
  - 2. If the placement has educational benefit to the student, the student, parent/guardian/educational rights holder, personalized learning teacher (PLT), and school director/designee will sign a Non-Academic Course Request form to be forwarded to the counseling registrar and then filed in the student's file.
  - 3. The counseling registrar will add the course to the student's master agreement according to the information provided on the form.

## CALIFORNIA SCHOLARSHIP FEDERATION

### ATTENTION: FRESHMAN, 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 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 HS Counseling Department or fill out the CSF application on our website, [www.corebutte.org](http://www.corebutte.org). Applications must be submitted during the **open application period** each semester. Application periods are currently September 1<sup>st</sup> through 30<sup>th</sup>, and February 1<sup>st</sup> through 28<sup>th</sup>. **Late applications cannot be accepted according to state rules.** Students will be notified of their application status following the close of the application period. 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 at your learning center.



# CAASPP

## **CALIFORNIA'S STATEWIDE TESTING SYSTEM**

Signed into law on October 2, 2013, Assembly Bill 484 launched a new student testing system for California's schools, now called the California Assessment of Student Performance and Progress (CAASPP). The CAASPP system is based on the state's new California Common Core State Standards (CA CCSS) for English–language arts (ELA) and mathematics, adopted by the State Board of Education in 2010. This new system replaces the Standardized Testing and Reporting (STAR) Program that was based on 1997 standards. The primary goal of the new statewide testing program is to better prepare all students for college and careers in the twenty-first century. Computer-based assessments, developed through the Smarter Balanced Assessment Consortium, form the cornerstone for CAASPP.

## **COMMON CORE STATE STANDARDS**

The new CA CCSS for ELA and mathematics replace the 1997 academic standards. The CA CCSS, like the earlier state standards, describe what students should know and be able to do in these two subject areas at each grade level from kindergarten through grade twelve. Since 2010, 44 states, including California, have adopted the Common Core State Standards for ELA and mathematics. The CA CCSS are important because they help ensure that all students, no matter where they live, will graduate from high school prepared for college and work. Having clearly defined learning objectives helps parents or guardians and teachers work together to make sure their students succeed. The overall goal is that all students have the skills and knowledge needed to compete in today's global economy.

## **TESTING IN 2016-2017**

The following tests are required:

- Spring Smarter Balanced Test for ELA and mathematics in grades three through eight and grade eleven
- The California Standards Test (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA) for science in grades five, eight, and ten
- The California Alternative Assessment (CAA) for ELA and mathematics in grades two through eleven (Students who are eligible for the CAA will not participate in the Smarter Balanced Test.)

The following tests are optional:

- Standards-based Tests in Spanish (STS) for reading/language arts in grades two through eleven

## **TEST FORMATS**

The spring assessments are presented in two different formats:

- Smarter Balanced assessments are computer-based and presented in a variety of item types: multiple-choice, short answer, and constructed-response questions and a performance task in all grades tested. There is no isolated writing task, as was used in the STAR Program. For Smarter Balanced, students will show their writing knowledge and skills in a number of ways in all grade levels tested.
- The CST and CMA for science are paper-and-pencil tests presented in a multiple-choice format. The CAA includes a variety of test formats that are presented one-on-one by a trained examiner.

## **TESTING WINDOWS**

The Smarter Balanced Test will be administered sometime between March and the end of May, during a testing window assigned by the testing contractor. Schools establish their own testing schedules within that window. The CST, CMA,

STS (if given), and CAA will be administered within a testing window of 25 instructional days that includes 12 instructional days before and after the completion of 85 percent of the school's, track's, or program's instructional days.

## **STUDENT PARTICIPATION**

All students in grades three through eight and grade eleven are to take the Smarter Balanced Test and the designated CSTs or CMAs in the spring. The exceptions are students who have severe cognitive disabilities and are required to take the CAA, according to their individualized education program (IEP) or 504 plan. English learners who have been enrolled in a school in the United States for less than 12 months (cumulative) also are excused from taking the ELA sections of the spring tests.

**Results** of tests provide valuable information about the academic achievement of all students. It is important, therefore, that students do their best on those tests. On testing days, please make sure your student attends school, gets a good night's rest, and has a healthy breakfast.

Test results will be sent to each student's home address on one CAASPP Student Report within 20 days after the school district receives the reports. The CAA, CMA, or STS results will each be sent in a separate report. Individual results are confidential and will be shared only with parents or guardians and the student's teacher(s). Please keep these reports to use when talking to teacher(s) about ways to support your student's learning.

Contact **866-267-3822** during regular school hours if you have questions about the Testing Program or the testing schedule.



California Department of Education

May 2014

# **CAHSEE Notification**

## **For Students in Grades Nine Through Twelve**

**California High School Exit Examination has been suspended for the 2015–16, 2016-2017, and 2017-2018 school years.**

### **Additional Information**

For the latest information regarding the CAHSEE, please visit the CDE CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. If you have any further questions about the CAHSEE, please contact our school office at **(530) 809-4152**.



**ENROLLMENT COMPACT**

CORE Butte offers an alternative homeschool education model that requires one-on-one parent participation. In order to be enrolled with CORE Butte Charter School, a student MUST be able to work independently. If a student does not meet the criteria outlined in this compact, the student should not be enrolled at CORE. Success in independent study requires motivation and a strong commitment on the part of the student and his or her parents/guardians/caregivers. It also requires sufficient academic preparation. Schools typically assess an applicant's likelihood of success in independent study prior to enrollment. [EC Section 51746(b)(1); 5 CCR 11700(d)(1)(B)] CORE Butte's charter states: 'Participation in the Charter School requires a commitment from both students and parents to the goals and vision of this charter. All prospective students and their parents or guardians will complete an enrollment and interview process before admission.'

<b>Criteria for enrollment:</b>	<b>Evidence may include:</b>
<i>Student must demonstrate the ability to work independently</i> <i>Student/Parent must work together cooperatively</i> <i>No excessive absenteeism, tardiness, or truancy</i> <i>Limited history of suspension or expulsion</i> <i>Parent has ability and willingness to grade homework regularly and attend meetings during regular work hours (9:00am - 5:00pm)</i>	<i>Report card indicates completed homework, few or no failed classes</i> <i>Parent and student demonstrate a desire and ability to work together</i> <i>Student does not have a history of truancy and is not currently truant</i> <i>Must complete terms of suspension or expulsion from the prior district</i> <i>Parent has committed to grade homework regularly and to attend meetings during regular work hours</i>

A Compact Violation/Missing Assignment Report (CV/MAR) may be issued for missing home study or, learning center homework, missed scheduled meetings, missed IEP tutoring sessions, homework that is not graded, or lack of communication with the Personalized Learning Teacher. A CV/MAR indicates to the team that independent study may not be the appropriate setting for student success. A follow-up letter from the administration to the parent/guardian will be sent. A meeting with the parent/teacher/student team, or a Student Success Team including an administrator, will take place, and a plan will be established to ensure that the compact is fulfilled. The student will be monitored on a weekly basis from that point. If the assigned work is not completed upon the agreed due date, or a future compact violation takes place, a second CV/MAR is issued. If a third CV/MAR is issued, the student will be asked to withdraw and the County School Attendance and Review Board (SARB) may be notified of the truancy.

**Staff Section:**

We understand the importance of the school experience to every student, and our role as educators and models. We agree to carry out the following responsibilities to the best of our ability:

- Provide high quality standards based curriculum, providing assignments that are accessible, relevant and valuable
- Arrive to meetings and classes on time, prepared and ready to support students and parents
- Monitor student progress and make recommendations for intervention when indicated
- Clearly communicate course requirements and class expectations to the student and parents/guardians
- Provide a safe, positive, and supportive learning environment for the student
- Maintain consistent communication with the parents/guardians and student
- Follow all school rules

\_\_\_\_\_  
 Director's Signature (on behalf of staff)

\_\_\_\_\_  
 Date

**Student Section:**

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Participate in curriculum selection, and commit to completing and turn in all assignments by the agreed upon due date
- Arrive to meetings and classes on time, prepared and ready to learn
- Participate in intervention if indicated
- Communicate to my parent and teacher about my learning, and ask for help when I need it
- Bring schoolwork with me and study in the appropriate study areas, taking responsibility for my own behavior on and off campus
- Maintain consistent communication with my parent and teacher to monitor our progress
- Follow all school rules

\_\_\_\_\_  
 Student's Signature

\_\_\_\_\_  
 Date

**Parent/Guardian Section:**

I understand that my participation in my student's education is critical to success in this program. Therefore, I will carry out the following responsibilities consistently.

- Participate in curriculum selection, commit to grading work on a regular basis, and provide graded work on due date
- Attend meetings during regular work hours, on time, prepared with graded homework
- Learn how to act as my student's primary educator, and fully participate in my child's intervention plan if indicated
- Communicate to my teacher when my student or I are struggling, anticipate missing classes, and ask for help when I need it
- Ensure transportation no more than 15 minutes before and after classes, supporting the learning environment at the school
- Maintain consistent communication with my student and teacher to monitor our progress, including current contact information
- Follow all school rules

\_\_\_\_\_  
 Parent's/Guardian's Signature

\_\_\_\_\_  
 Date



*A Personalized Learning K-12 Charter School*

## ACTIVITIES ELIGIBILITY PACKET

**CO-CURRICULAR CODE OF CONDUCT / ASSUMPTION OF RISK / DRUG, ALCOHOL, & STERIOD BAN / INSURANCE / PHYSICAL**

**STUDENTS:**

Your participation in high school activities is dependent on your eligibility. PROTECT that eligibility by reviewing with your parent(s)/guardian(s) this summary of the CORE Butte Co-Curricular Code of Conduct. Co-curricular programs contribute to the educational, emotional and social development of students. Since students are not required to participate in co-curricular programs, the choice to participate in these programs is a privilege and students are required to follow the Code of Conduct to remain eligible to participate. Co-curricular activities include student body offices, athletics, FFA, and any other activities that are outside the regular school day and not a requirement of a course of instruction. Students who choose to participate in Co-curricular activities are expected to conduct themselves in a manner that reflects the values of the school and community they represent. In addition to the behavioral standards and disciplinary consequences applicable to all students in the District, each student desiring to participate in a co-curricular activity must comply with the District's co-curricular Code of Conduct.

PURPOSE OF INTERSCHOLASTIC ATHLETICS and CO-CURRICULAR ACTIVITES is to give students the opportunity to:

- develop organizational skills to balance athletics/co-curricular activities and academics.
- learn new skills and improve existing ones.
- experience commitment and dedication to school, co-curricular activities, sport, team & coach.
- develop physical vigor and desirable habits in health and safety.
- learn what it takes to be a good teammate.
- develop new friendships.
- observe and exemplify good sportsmanship.
- demonstrate truthfulness.
- be dependable in fulfilling obligations and commitments.
- accept responsibility for consequences of actions and not make excuses or blame others.
- strive to excel.
- persevere, give 100% effort and not give up in the face of setbacks.
- control anger and frustration and refrain from displays of temper and bad language.
- accept losing and winning graciously; to congratulate opponents, not sulk, or display other negative behaviors.
- realize that athletic competition and co-curricular participation carries with it certain responsibilities.
- learn that a violation of this Code has a consequence - and this same sequence occurs throughout endeavors in life.

I understand that once I sign the eligibility statement all eligibility rules will apply. These expectations will apply from the first day of the school year or the start of the extra-curricular activity (including pre-season meetings, practices, camps, and school-sponsored activities) whichever comes first. This includes the activities scheduled prior to the start of the school year, through the end of the sport season and/or the end of the school year, whichever is longer in duration.

**Student initials**

**PARENTS:**

The reason for developing the districts Code of Conduct is not to punish those who break the rules. The Code of Conduct sets behavioral standards to assist youth in making good decisions. It also sets the clear and consistent boundaries for your son/daughters participation in co-curricular activities and athletics.

REVIEW the following rules with your son or daughter. Your emphasis on the value of following these rules cannot be overstated.

**CHECKLIST FOR STUDENTS ELIGIBILITY:**

*If you cannot check all items, see your Athletic Director or Principal.*

- Making adequate academic progress toward graduation.
- Will not have turned 19 years old prior to June 15 before the start of their senior year.
- Physical exam on record prior to the start of the season.

- Will attend a minimum of four periods of school to be eligible for practices and competitions
- Have not transferred from another school within the past year.
- Will not compete in non-school athletic events in my sport after reporting for the school team.
- Will not use, possess, sell or distribute tobacco products;
- Will not use, possess, sell, distribute or be under the influence of alcoholic beverages, illegal drugs or performance enhancing substances (e.g. steroids), whether legal or illegal, look-alike drugs, or drug paraphernalia on school grounds, off school grounds, whether during sport season or out of sport season;
- Will not host or remain present at events, activities or locations where illegal distribution of alcohol, drugs or other performance-enhancing substances are present or used.
- Will not use, possess, or distribute firearms, weapons or explosive devices on school grounds or at school events;
- Will not engage in threatening, hazing activities, bullying, vandalism, harassment, or other personal misconduct, including, but not limited to, witnessing intimidation or harassment and conduct that involves police or court action.
- Students will not engage in cyber-bullying, participate in sending or creating inappropriate cyber images or be seen in an inappropriate cyber image.
- Every participant and his/her parent/guardian will be apprised of the co-curricular Code of Conduct in the required Athlete Committed presentations conducted at the beginning of each sports season. Every athlete and participant of a co-curricular activity is **required to attend** the Athlete Committed presentation with at least one parent/guardian.
- Any student failing to return or pay for lost or damaged co-curricular equipment (uniforms, etc.) will be suspended from future participation until restitution is made.
- School principals will direct the development and implementation of any needed school regulations and/or forms to implement this procedure.
- I agree to fully cooperate in any investigation honestly and truthfully.

*\*For purposes of this section, "possess" shall be defined as having in one's possession or control, e.g., on one's person or in one's physical control, or to have in one's presence or close proximity to be used in an **illegal activity**.*

### Parent Responsibility

Parents and guardians are essential partners in maintaining a safe, educational and enjoyable experience for students. When present at the District's events, including athletic games, practices, and co-curricular activities, they are expected to model the kind of citizenship and sportsmanship that is expected and required of students. The following are among the District's expectations for the parents of student athletes and co-curricular participants.

#### Parents/guardians:

- have **knowledge, understanding and agreement** about the Rules and Conduct/Standards. Included in this document.
- know the consequences for violations of those Rules and Conduct/Standards, and will assist in their enforcement.
- are supportive and encourage their children to demonstrate appropriate behavior while representing the District as student athletes and co-curricular participants.
- hold their children accountable for their actions and guide them in making proper decisions regarding drugs, alcohol and tobacco.
- hold their children accountable for their actions and behaviors towards others ensuring that their son/daughter does not bully or harass others and that their son/daughter is not a bystander to this behavior.
- are knowledgeable about individual team rules and expectations and address concerns regarding their children's program to the coach.
- are knowledgeable spectators, knowing the rules of the game and serving as role models for sportsmanship. They cheer our successes, and show understanding in the wake of defeat. They encourage the efforts of their children's teams, and they respect the efforts of the opposing teams.
- adhere to state laws that prohibit smoking on school grounds or in school buildings.
- bring their concerns to the attention of the appropriate coach(es), including concerns about the mental and physical treatment of their children, ways to help their children improve, and their children's behavior. They schedule meetings with coaches in order that their concerns may be discussed at appropriate times and places.
- demonstrate a respect for the privacy of all student athletes, and an understanding of the coaches' responsibilities to all student athletes, by refraining from speaking with coaches about such issues as playing time, athletic ability, and team strategy, insofar as those subjects relate to student athletes other than their own child.

### Parent initials

#### INFORMED CONSENT:

By its nature, participation in interscholastic athletics includes risk of injury and the transmission of infectious diseases such as HIV, Hepatitis B, herpes and others. Although serious injuries are not common and the risk of HIV transmission is almost nonexistent in supervised school athletic programs, it is impossible to eliminate all risk. Participants have the responsibility to help reduce that risk. Participants must obey all safety rules, report all physical and hygiene problems to their coaches, follow proper conditioning programs, and inspect their own equipment daily.

#### CODE VIOLATIONS:

Students will comply with all state and local laws as well as all school district policies and regulations. Students are required to comply with all Education Codes 24 hours a day, seven days a week in order to remain eligible for participation. Any student who

chooses to participate in co-curricular activities and who violates the Code of Conduct in any way may experience disciplinary consequences. Disciplinary consequences for violations of the Code of Conduct for Education Code offenses are as follows:

For violation of Education Code 48900 (a-t):

- (a) (1) physical injury on another person  
(2) Willfully used force or violence upon another person
- (b) Possessed, used, sold or furnished alcohol or controlled substance
- (c) Offered, arranged or negotiated the sale of a controlled substance
- (d) Dangerous object
- (e) Robbery or extortion
- (f) Damage to school property or private property;
- (g) Theft of school property or private property;
- (h) Tobacco
- (i) Profanity or vulgarity;
- (j) Drug paraphernalia
- (k) Disrupted school activities or defiance of school authority
- (l) Possession of stolen school property or private property;
- (m) Possessed an imitation firearm.
- (n) Sexual assault
- (o) Witness intimidation or harassment
- (p) Negotiated the sale of the drug Soma;
- (q) Hazing
- (s) Aiding and/or abets, the infliction of physical injury to another person
- (t) As used in this section, "school property" includes, but is not limited to, electronic files and databases:

\* More specific explanations of these codes can be found on the following website: <http://www.leginfo.ca.gov>

**First Step:** Automatic suspension from co-curricular participation for no less than 20% of competitive season's scheduled contests or co-curricular performances/events (whichever is greater) from the first date of disciplinary action. The student is required to attend all meetings, sessions and practices and must participate in every group/team activity, but may not compete or perform.

**Second Step:** Automatic suspension from co-curricular participation for no less than 50% of competitive season's scheduled contests or co-curricular performances/events (whichever is greater) from the first date of disciplinary action. The student is required to attend all meetings, sessions and practices and must participate in every group/team activity, but may not compete or perform.

**Third Step:** Automatic suspension from co-curricular participation for the duration of the school year. The student will be placed on probation for the following year and a subsequent violation while on probation will result in the student being denied further co-curricular participation for the remainder of the school year.

- **Students that provide a place or location for committing an illegal act will automatically move to the Second Step above.**
- **Students who self report their own code infraction will have the opportunity to receive a lesser penalty and/or reduced suspension.**

**Parent initials** \_\_\_\_\_

**Student initials** \_\_\_\_\_

### ***Bullying and Harassment Policy***

CORE Butte 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.

Students will not engage in cyber-bullying, participate in sending or creating inappropriate cyber images or be seen in an inappropriate cyber image.

CORE Butte Charter School will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass 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. This includes cyber-bullying, threatening or harassing another student through any social networking site or electronic media device (i.e, texting, sexting, cyber imaging).

CORE Butte Charter School expects students and/or staff to immediately report incidents of bullying to the principal or designee.

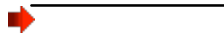
### **FELONY VIOLATIONS:**

Commission of any felony criminal offense or any juvenile offense that would be a felony if the student were an adult. This section is also applicable 24 hours per day, seven days a week.

**First Step:** Suspension from co-curricular participation for no less than 40 days of school from the first date of disciplinary action.



**Second Step:** Suspension from co-curricular participation for the duration of the school year. The student will be placed on probation for the following year, and a subsequent violation while on probation will cause the student to be denied further co-curricular participation for the remainder of the school year.



Parent initials

Student initials

**DUE PROCESS REVIEW:**

Students suspended from co-curricular activities will be notified in writing by the principal or his/her designee of the suspension and the basis thereof, as soon as practical after the school becomes aware of the basis for the suspension.

Students shall be entitled to a conference with the principal/designee within two days of the notice referred to above. Unless otherwise directed by the principal/designee, the actual suspension shall not take place until said conference is held.

- If the student or his or her parent is not satisfied with the results of the conference referred to in paragraph B above, they may have the decision reviewed by the superintendent or his or her designee by making a request within five (5) school days of receiving the notification of the decision referred to in paragraph B above.
- If the student or his or her parent is not satisfied with the decision of the superintendent/designee, they may appear before the school board at a regular meeting (closed or open as requested by the parent).
- During the appeal process as noted above, the suspension from co-curricular activities remains in effect pending the outcome of the appeal.
- The process provided for herein is intended to be informal in nature and shall in no way be intended to confer a right to appeal or hearing, other than as specifically provided for herein.

**AGREEMENT FOR COMPLETE DRUG AND ALCOHOL BAN:**

- Student athletes and participants in co-curricular activities are expected to never use, possess, sell or be in the presence of and location of illegal alcohol or drugs as defined in Education Code 48900 at any time. These expectations will apply from the first day of the school year or the start of the extra-curricular activity (including pre-season meetings, practices, camps, and school-sponsored activities) whichever comes first. This includes the activities scheduled prior to the start of the school year, through the end of the sport season and/or the end of the school year, whichever is longer in duration.
- Additionally, athletes and co-curricular participants may not host or remain present at events, activities, or location where illegal distribution of alcohol, drugs, or other controlled substances are present and/or being used.
- If a student attends a party/gathering where alcohol or drugs are being consumed and/or illegally dispensed, the student must leave the party/gathering immediately – and take as many of your teammates with you as possible.
- The student must report their attendance to a coach or school administrator before the end of the next school day.
- Because possession and use of alcohol or drugs by youth is against the law, it is our intent to prevent any student from being in an environment which greatly increases the risk of danger and negative behaviors.

Violations verified by a school or district employee and/or a law enforcement officer will require the disciplinary consequences described below:

**First Offense:** Automatic suspension from co-curricular participation for no less than 20% of competitive scheduled contests or co-curricular performances/events from the first date of disciplinary action. The student is required to attend all meetings, sessions and practices and must participate in every group/team activity, but may not compete or perform.

\*\*If the offense occurs at the end of the season, the penalty carries over to the next season sport until the full disciplinary consequence is fulfilled.

**Second Offense:** Automatic suspension from co-curricular participation for no less than 50% of competitive scheduled contests or co-curricular performances/events (whichever is greater) from the first date of disciplinary action. The student is required to attend all meetings, sessions and practices and must participate in every group/team activity, but may not compete or perform.

**Third Offense:** Automatic suspension from co-curricular participation for the duration of the school year. The student will be placed on probation for the following year and a subsequent violation while on probation will result in the student being denied further co-curricular participation for the remainder of the school year.

**BAN ON USE OF ANDROGENIC/ANABOLIC STEROIDS:**

Student athletes, participants in co-curricular activities and their parents, legal guardians/caregivers agree that the student shall not use androgenic/anabolic steroids without the written prescription of a fully licensed physician (as recognized by the AMA) to treat a medical condition. Student athletes and their parents, legal guardians/caregivers also recognize that under CIF bylaw 200.D, there could be penalties for false or fraudulent information. Student athletes and their parents, legal guardians/caregivers also understand that District policy regarding the use of illegal drugs will be enforced for any violations of these rules.

**ACKNOWLEDGMENT AND ASSUMPTION OF POTENTIAL RISK:**

- I understand and acknowledge that the activities of athletic teams, by their very nature, pose the potential risk of serious injury/illness to individuals who participate in such activities.
- I understand and acknowledge that some of the injuries/illnesses which may result from participating in activities include, but are not limited to, the following: Sprains/strains; fractured bones; unconsciousness; head and/or neck injuries; paralysis; loss of eyesight; communicable diseases; death.



- I understand and acknowledge that participation in these activities is completely voluntary and as such is not required by the district for course credit or for completion of graduation requirements.
- I understand and acknowledge that in order to participate in these activities, I and my son/daughter agree to assume liability and responsibility for any and all potential risks which may be associated with participation in these activities.
- I understand, acknowledge, and agree that the District, its employees, officers, agents, or volunteers, shall not be liable for any injury/illness suffered by my son/daughter which is incident to and / or associated with preparing for and/or participating in this activity.
- I acknowledge that I have carefully read this PARTICIPATION AGREEMENT FOR CIF VOLUNTARY ACTIVITIES and that I understand and agree to its terms.

\_\_\_\_\_  
**Parent initials**

\_\_\_\_\_  
**Student initials**

**CONCUSSION MANAGEMENT PLAN:            Developed Around Centers for Disease Control guidelines**

Any player who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion or balance problems) shall be immediately removed from the game, practice, or scrimmage and shall not return to play until cleared by an appropriate health-care professional. A concussion is a traumatic brain injury that interferes with normal brain function. An athlete does not have to lose consciousness to have suffered a concussion.

Common Symptoms of Concussion include: headache, fogginess, difficulty concentrating, easily confused, slowed thought processes, difficulty with memory, nausea, lack of energy, dizziness or poor balance, blurred vision, sensitive to light and sounds, mood changes, irritable, anxious or tearful.

**CONCUSSION MANAGEMENT PLAN PROTOCOLS:**

1. No athlete shall return to play (RTP) or practice on the same day of a diagnosed concussion by a licensed medical professional.
2. Any athlete suspected of having a concussion shall be evaluated by an appropriate licensed health-care professional that day. If one is not available, the Coach shall make the determination.
3. Any athlete diagnosed with a concussion shall be medically cleared by a state licensed Medical Doctor or a Doctor of Osteopathic medicine, prior to resuming participation in any practice or competition.
4. After medical clearance, RTP should follow a step-wise protocol with provisions as determined by a Medical Doctor or a Doctor of Osteopathic medicine.

**MEDICAL INSURANCE COVERAGE: Required**

California law (Education Code Sections 32220-21) requires every member of any interscholastic athletic team, as well as those associated directly with any interscholastic athletic event, including cheerleaders, team mascots, band member, team managers, etc., to possess accidental bodily injury insurance providing at least \$1500 of scheduled medical and hospital benefits. Students are not to engage in interscholastic athletic practice, games or associated activities until the pertinent parts of this certificate have been completed and filed with the assistant principal of their school. Please specify below the required insurance coverage that you have provided for your son/daughter/ward.

**Parent Name:** \_\_\_\_\_ **Student Name:** \_\_\_\_\_

➡ **Insurance Policy Carrier:** \_\_\_\_\_ **(required)**

➡ **Policy Number:** \_\_\_\_\_ **(required)**

➡ *\*Please check with your insurance agent to be sure your plan includes tackle football if your child intends to participate in that sport.*

Does your child have an IEP?            Yes                No   

**PARENT AND STUDENT MUST SIGN AND RETURN TO SCHOOL** prior to co-curricular participation.

Parent Signature

Student Signature

Date

# **SUMMARY OF THE CORE BUTTE CHARTER SCHOOL**

## **CODE OF CONDUCT**

CORE Butte Charter School has adopted the code of conduct for students and all those who are participate in co-curricular activities. This code of conduct models behavior that is safe, orderly, respectful, trustworthy and civil. Copies of the full text of these codes of conduct are given to all students in September and are available upon request to parents. Please review with your child or children.

These codes of conduct provide legal definitions as required by California. The student code of conduct explains in detail the behavioral expectations of the school community for its students. It provides a list of student rights and responsibilities and describes the procedures that are available to students who are accused of violating the code of conduct. The Code of Conduct also describes the range of permissible school responses to any student violation.

### **Student Rights**

Students are entitled to: pursue their education in an atmosphere that is safe and conducive to learning - free from bullying, intimidation and any form of harassment or threats; a course of study that responds to their educational needs; respect from all members of the school community; procedural due process provided by law; freedom of speech and expression that does not disrupt the educational process or infringe upon the rights of others; freedom from discrimination; a clear description of the rules that apply to them in school; and freedom from unreasonable search and seizure. Students with special needs are entitled to have their educational needs and behavior evaluated on the basis of those needs.

### **Student Responsibilities**

Student responsibilities include: demonstrating self-respect and respect for others; working to achieve their full potential; following school rules and the directions of school staff, faculty and administration; fulfilling all educational assignments and obligations; demonstrating respect for school property and for the property of others; modeling good conduct; presenting themselves clothing that is safe and suitable for school activities and does not disrupt the education process; financial responsibility for books, tools, computers, locks and any other school property or equipment provided to them. In addition, all students are required to attend one of the annual Athlete Committed Meeting offered at the start of each athletic season (fall, winter and spring).

### **Prohibited Behavior**

The behavior prohibited by the student code of conduct includes: disorderly and disruptive conduct; insubordination; truancy; violent or threatening behavior; possession or use of alcohol or illegal substances; in the presence of alcohol or illegal substances; possession of drug paraphernalia; possession or use of a weapon or dangerous object; destruction of property; theft of school or private property; harassment or bullying of other students; use of tobacco products.

### **Academic Eligibility**

In order to remain eligible for co-curricular activities students must maintain a minimum 2.0 GPA, and no F;essionchooleeeeeeSignature prior to their season of sport. Additionally, they must have earned a minimum of 20 credits in the preceding semester. Students that earn additional credit during the semester through the Independent Study Program (credit recovery) will become immediately eligible once both the above conditions are met.

### **Reporting Violations**

All members of the school community have a duty to report activity that threatens student safety. Anyone observing or hearing of a person possessing a weapon, alcohol, or illegal substance shall report this information to a teacher or administrator immediately, without exception. All other violations should be reported to a teacher or administrator as soon as possible.

### **School Response to Violations**

There is a wide range of school responses that are permitted when students violate the code of conduct. These range from verbal warnings to detention, Saturday School and suspension. In all cases where a student is accused of a violation of the code of conduct, s/he is entitled to notice of the violation and an opportunity to explain. The code of conduct provides for teacher removal of students from classrooms under certain circumstances. School district policy includes provisions for consideration of special needs students.

Any student who is determined to be a threat to the health and safety of students or staff may be removed from school pending completion of the discipline process. Bringing a weapon to school, committing a violent act, making threats to another, or possession or use of drugs or illegal substances can lead to immediate suspension and removal for up to one year. Any

compulsory age student year. Any compulsory age student is entitled to an alternate form of instruction if they are removed or suspended from their instructional program.

**Corporal Punishment**

Corporal punishment (use of physical force as discipline) is strictly prohibited. Reasonable physical force may be used by a staff member to restrain a student when that student presents a danger to self, others or property.

**Searches**

School property may be searched at any time and for any reason by school officials; school lockers belong to the school and may be entered and searched by school officials without the student's consent or presence. Students and their property may be searched upon reasonable suspicion that contraband or a weapon is present.

**Code of Conduct for All Individuals On School Property**

All of those who use or occupy school property or premises under the control of the school are expected to model safe, lawful, respectful and civil behavior. This includes parents, staff, members of the Board of Education and all visitors to school. Those in violation of the following code of conduct will be asked to leave school premises; or may be subject to action by law enforcement agencies. Employees of the school district may be subject to applicable employee disciplinary proceedings.

**Crimes on School Property**

If there is reason to believe that a crime has been committed on school property or at a school sponsored function, law enforcement officials will be notified immediately.

**Public Participation**

Members of the school community are invited to submit comments and questions about the code of conduct to the building principals and/or the Superintendent.

I have read and understand the CORE Butte Charter School Student Code of Conduct for co-curricular activities and recognize that a violation will result in the consequences as stated.

➡ By signing this document I \_\_\_\_\_ (parent/guardian), indicate that I have **knowledge, understanding and agreement** to these standards set forth, in order for \_\_\_\_\_

(my son/daughter) to be afforded the privilege of representing CORE Butte High School as a student. I am also aware that any violation on the part of my child, to any of these standards, shall result in consequences contained within this policy.

\_\_\_\_\_  
➡ Signature of Parent or Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
➡ Signature of Student

\_\_\_\_\_  
Date

# Pre-participation Physical Evaluation

Date of Exam \_\_\_\_\_

Name \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_ Date of birth \_\_\_\_\_  
 Grade \_\_\_\_\_ School \_\_\_\_\_ Sport(s) \_\_\_\_\_  
 Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Personal Physician \_\_\_\_\_  
**Insurance Company:** \_\_\_\_\_ **Policy Number:** \_\_\_\_\_  
 \*Please check with your insurance agent to be sure your plan includes tackle football if your child intends to participate in that sport.  
**In case of emergency, contact:** Name \_\_\_\_\_ Relationship \_\_\_\_\_  
 Phone (cell) \_\_\_\_\_ Phone (h) \_\_\_\_\_ Phone (w) \_\_\_\_\_

**Explain "Yes" answers below.**  
**Circle questions you do not know the answers to.**

- |  | Yes                      | No                       |  | Yes                      | No                       |
|--|--------------------------|--------------------------|--|--------------------------|--------------------------|
| 1. Has a doctor ever denied or restricted your participation in sports for any reason?   | <input type="checkbox"/> | <input type="checkbox"/> | 24. Do you cough, wheeze, or have difficulty breathing during or after exercise?                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you have an ongoing medical condition (like diabetes or asthma)?   | <input type="checkbox"/> | <input type="checkbox"/> | 25. Is there anyone in your family who has asthma?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are you currently taking any prescription or non-prescription (over-the-counter) medicines or pills?  | <input type="checkbox"/> | <input type="checkbox"/> | 26. Have you ever used an inhaler or taken asthma medicine?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you have allergies to medicines, pollens, foods, or stinging insects?  | <input type="checkbox"/> | <input type="checkbox"/> | 27. Were you born without or are you missing a kidney, an eye, a testicle, or any other organ?             | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Have you ever passed out or nearly passed out DURING exercise?  | <input type="checkbox"/> | <input type="checkbox"/> | 28. Have you had infectious mononucleosis (mono) within the last month?                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Have you ever passed out or nearly passed out AFTER exercise?   | <input type="checkbox"/> | <input type="checkbox"/> | 29. Do you have any rashes, pressure sores, or other skin problems?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Have you ever had discomfort, pain, or pressure in your chest during exercise?  | <input type="checkbox"/> | <input type="checkbox"/> | 30. Have you had a herpes skin infection?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Does your heart race or skip beats during exercise?   | <input type="checkbox"/> | <input type="checkbox"/> | 31. Have you ever had a head injury or concussion?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Has a doctor ever told you that you have (check all that apply):<br><input type="checkbox"/> High blood pressure <input type="checkbox"/> A heart murmur<br><input type="checkbox"/> High cholesterol <input type="checkbox"/> A heart infection                            |                          |                          | 32. Have you been hit in the head and been confused or lost your memory?                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Has a doctor ever ordered a test for your heart? (for example: ECG, echocardiogram)  | <input type="checkbox"/> | <input type="checkbox"/> | 33. Have you ever had a seizure?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Has anyone in your family died for no apparent reason?   | <input type="checkbox"/> | <input type="checkbox"/> | 34. Do you have headaches with exercise?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Does anyone in your family have a heart problem?   | <input type="checkbox"/> | <input type="checkbox"/> | 35. Have you ever had numbness, tingling, or weakness in your arms or legs after being hit or falling?     | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Has any family member or relative died of heart problems or of sudden death before age 50?   | <input type="checkbox"/> | <input type="checkbox"/> | 36. Have you ever been unable to move your arms or legs after being hit or falling?                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Does anyone in your family have Marfan syndrome?   | <input type="checkbox"/> | <input type="checkbox"/> | 37. When exercising in the heat, do you have severe muscle cramps or become ill?                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Have you ever spent the night in a hospital?   | <input type="checkbox"/> | <input type="checkbox"/> | 38. Has a doctor told you that you or someone in your family has sickle cell trait or sickle cell disease? | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Have you ever had surgery?   | <input type="checkbox"/> | <input type="checkbox"/> | 39. Have you had any problems with your eyes or vision?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Have you ever had an injury, like a sprain, muscle or <input type="checkbox"/> ligament tear, or tendonitis, that caused you to miss a <input type="checkbox"/> practice or game? If yes, circle affected area below:<br>44. Has anyone recommended you change your weight |                          |                          | 40. Do you wear glasses or contact lenses?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Have you had any broken or fractured bones or dislocated joints? If yes, circle below:   | <input type="checkbox"/> | <input type="checkbox"/> | 41. Do you wear protective eyewear, such as goggles or a face shield?                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Have you had a bone or joint injury that required x-rays, MRI, CT, surgery, injections, rehabilitation, physical therapy, a brace, a cast, or crutches? If yes, circle below:  | <input type="checkbox"/> | <input type="checkbox"/> | 42. Are you happy with your eating habits?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Head    Neck    Shoulder    Upper Arm    Elbow    Forearm    Hand/ Fingers    Chest  |                          |                          | 43. Are you trying to gain or lose weight?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Upper Back    Lower Back    Hip    Thigh    Knee    Calf/Shin    Ankle    Foot/ Toes   |                          |                          | 44. Do you limit or carefully control what you eat?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Have you ever had a stress fracture?   | <input type="checkbox"/> | <input type="checkbox"/> | 45. Do you have any concerns that you would like to discuss with a doctor?                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Have you been told that you have or have you had an x-ray for atlantoaxial (neck) instability?   | <input type="checkbox"/> | <input type="checkbox"/> | <b>FEMALES ONLY</b>  |                          |                          |
| 22. Do you regularly use a brace or assistive device?  | <input type="checkbox"/> | <input type="checkbox"/> | 47. Have you ever had a menstrual period?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Has a doctor ever told you that you have asthma or allergies?  | <input type="checkbox"/> | <input type="checkbox"/> | 48. How old were you when you had your first menstrual period? _____                                       |                          |                          |
|  |                          |                          | 49. How many periods have you had in the last 12 months? _____   |                          |                          |

**Explain "Yes" answers here:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I hereby state that, to the best of my knowledge, my answers to the above questions are complete and correct.

Signature of Athlete \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_

Corrected: Y N Pupils: Equal \_\_\_\_\_ Unequal \_\_\_\_\_

**PHYSICAL EXAMINATION FORM**

**Pre-participation Physical Evaluation**

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Height \_\_\_\_\_ Weight \_\_\_\_\_ %Body Fat (optional) \_\_\_\_\_ Pulse \_\_\_\_\_ BP \_\_\_\_\_ / \_\_\_\_\_ ( \_\_\_\_\_ / \_\_\_\_\_ , \_\_\_\_\_ / \_\_\_\_\_ )

Vision R 20/ \_\_\_\_\_ L20/ \_\_\_\_\_ Corrected: Y N Pupils: Equal \_\_\_\_\_ Unequal \_\_\_\_\_

	NORMAL	ABNORMAL FINDINGS	INITIALS*
<b>MEDICAL</b>			
Appearance			
Eyes/ears/nose/throat			
Hearing			
Lymph nodes			
Heart			
Murmurs			
Pulses			
Lungs			
Abdomen			
Genitourinary (males only)+			
Skin			
<b>MUSCULOSKELETAL</b>			
Neck			
Back			
Shoulder/arm			
Elbow/forearm			
Wrist/hand/fingers			
Hip/thigh			
Knee			
Leg/ankle			
Foot/toes			

STUDENT NAME:

ID#

DATE

GR

\*Multiple-examiner set-up only.

+Having a third party present is recommended for the genitourinary examination.

Notes: \_\_\_\_\_  
 \_\_\_\_\_

Name of physician (print/type) \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Signature of physician \_\_\_\_\_, MD or DO

**Parent Consent Form:**

Parents Name: \_\_\_\_\_

Students Name: \_\_\_\_\_

Event Name: \_\_\_\_\_

Event Date(s): \_\_\_\_\_

Event Location: \_\_\_\_\_

Estimated time of departure and return: TRANSPORTATION IS NOT PROVIDED BY THE SCHOOL. STUDENTS SHOULD ARRIVE NO LATER THAN 30 MINUTES BEFORE GAME TIME.

In the event of illness or injury, I do hereby consent to whatever x-ray examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physicians or dentists and performed by or under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services. I understand that I will be responsible for payment for any services, including ambulance or emergency transportation, that may be considered necessary in the best judgment of emergency personnel and/or attending physicians or dentists.

1.  Check here if there are no special problems that the staff should be aware of and no medications are required on the trip.
2. All medication must be registered on this form with a physician's written instructions on dispensing:  
\_\_\_\_\_  
\_\_\_\_\_
3. All prescriptions, except those which must be kept on the student's person for emergency use, must be kept and distributed by the staff.

If your son or daughter has a special medical problem, kindly attach a description of the problem to this sheet.

**Return this slip by:** \_\_\_\_\_

**I fully understand that participants are to abide by all rules and regulations governing conduct during the trip. If this student does not abide by the rules and regulations of this event, parents will be contacted and will be responsible to provide/or pay for transportation home immediately.**

**It is up to the parents/or guardian to determine how the student will get to and from the event.**

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Phone Number: \_\_\_\_\_

Health Insurance Company/Policy #: \_\_\_\_\_

Special Medical Problems/Needs of the Student: \_\_\_\_\_

\_\_\_\_\_

## **WAIVER AND HOLD HARMLESS**

Every effort is made to provide participants with a safe, enjoyable, and memorable experience. I attest and verify that my child is physically able to participate in all activities offered at CORE Butte Charter School. I understand, however, that there are inherent risks in all sports activities and travel to and from the site, and, knowing the risks, nevertheless, I agree to ASSUME ALL RISKS OF PERSONAL INJURY, PERMANENT, TEMPORARY, TOTAL OR PARTIAL DISABILITY, DISFIGUREMENT, PARALYSIS AND ANY OTHER LOSSES OR DAMAGE TO PERSON OR PROPERTY OR DEATH, sustained while my child participates in, attends, prepares for or travels to and from (see attached schedule) including the risk of negligence of the CORE Butte staff, or hidden, latent or obvious defects in the facilities or equipment used.

I agree if any claim for personal injury or wrongful death is commenced against CORE Butte Charter School (including its officers, directors, members and/or volunteers), I will defend, indemnify and hold harmless CORE Butte Charter School from any and all claims or causes of action for personal injuries, property damage or wrongful death that hereafter accrue, arise out of, result from, or are caused directly or indirectly by my child's attendance at CORE Butte sports activities.

I have read and I understand this Waiver and Hold Harmless provision.

---

Signature

Date

---

Print Name

---

Address

City

State

Zip

Phone

- CORE Butte Charter does not provide transportation
  
- It is up to the parents/or guardian to determine how the student will get to and from the event





**AGREEMENT FOR VOLUNTARY ACTIVITY PARTICIPATION  
AND AUTHORIZATION FOR MEDICAL CARE**

To the Principal of: \_\_\_\_\_ (School)

\_\_\_\_\_  
(Student Name: please print)

\_\_\_\_\_  
(Grade)

has my permission to participate in the following extra-curricular activity, club, program, or special class:

\_\_\_\_\_ to be held at \_\_\_\_\_ Supervising Teacher \_\_\_\_\_

Days/Months/Times: \_\_\_\_\_

**PARENTS, PLEASE NOTE:** It is a privilege, not a right, to participate in extra-curricular activities; the privilege may be revoked at any time. The acceptance and inclusion of student is at the discretion of School and subject to program standards and criteria. Student shall comply with all applicable codes of conduct and maintain high ethical and moral standards.

**ASSUMPTION OF RISK:** By signature hereon, parent/guardian waives liability against and holds harmless the school and its board members, staff, volunteers, agents; the school district; and State of California; and further acknowledges that this voluntary activity and/or transportation to and from (as applicable) may expose the student to potential harm including injury or death. If student believes that an unsafe condition or circumstance exists with respect to activity(s), student will discontinue participation and immediately notify Principal or Assistant Principal. Student shall not further participate until the unsafe circumstance is remedied.

By signing below: (1) I am giving up substantial actual or potential rights in order to allow the student to voluntarily participate in this activity(s); (2) I have signed this agreement with full appreciation and understanding of the risks inherent in the activity(s); (3) I have no question regarding the intent of this agreement; (4) I, as parent or guardian, have the right to bind myself, the student and any other family member, representative, assign, heir, trustee or guardian to the terms of this agreement; and (6) I have explained this agreement to the student, who understands his/her obligations hereunder.

X \_\_\_\_\_  
Authorized Signature of Parent or Guardian

**AUTHORIZATION  
FOR MEDICAL CARE**

If it becomes necessary for my child to have medical care while participating in this activity, I hereby give school personnel permission to use their judgment in obtaining medical care for the child, and I give permission to the physician selected by school personnel to render medical care deemed necessary and appropriate by the physician. I understand that the school carries student accidental injury insurance in an amount limited to \$50,000 (applies excess of family health insurance if applicable.)

Student Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Parent/Guardian Home Phone No.: \_\_\_\_\_

Parent/Guardian Work Phone No.: \_\_\_\_\_

Emergency Contact Phone No.: \_\_\_\_\_

X \_\_\_\_\_  
Authorized Signature of Parent or Guardian

\_\_\_\_\_  
Parent or Guardian's Name (please print)

Date: \_\_\_\_\_

PLEASE CHECK HERE IF INSTRUCTIONS FOR SPECIAL MEDICAL TREATMENT AND/OR OVER-THE-COUNTER MEDICATION FOR THE STUDENT ARE ON FILE IN THE SCHOOL.

**AGREEMENT FOR ADULT PARTICIPATION IN VOLUNTARY ACTIVITY  
AND AUTHORIZATION FOR EMERGENCY MEDICAL CARE**

To: \_\_\_\_\_ (School)

Name of volunteer/participant: \_\_\_\_\_ Phone # \_\_\_\_\_  
(Please print)

Specific nature of activity/event: \_\_\_\_\_

Date of activity: \_\_\_\_\_ Time of activity: \_\_\_\_\_

Person in charge: \_\_\_\_\_

I understand and agree that in return for this waiver and the other promises herein CORE Butte Charter School will permit me to participate in the voluntary activity described above.

I fully understand that volunteers/participants are to abide by all rules and regulations governing conduct as directed by CORE Butte Charter School during the activity.

**ASSUMPTION OF RISK AND WAIVER OF LIABILITY:**

It is further agreed that the undersigned is fully aware of the nature and extent of the potential hazards of the activity/event and agrees that CORE Butte Charter School shall not be responsible or liable for any and all injuries sustained by me, or for any loss, damage or expense arising out of my voluntary participation. As a volunteer, I understand that no compensation is expected in return for services I may contribute and that CORE Butte Charter School will not provide any benefits traditionally associated with employment, such as workers' compensation, health or accident insurance. In the event of personal injury or illness, I am responsible for my own costs, damages and expenses.

With respect to my participation in this activity/event, I release, hold harmless and waive all claims against CORE Butte Charter School its officers, agents, employees, volunteers; the School District; and the State of California without regard to negligence. I have no question regarding the scope or intent of this agreement, and have the right and authority to bind myself and any other family member, personal representative, assign, heir, trustee, or guardian to the terms herein.

X \_\_\_\_\_  
Signature of Volunteer/Participant

**EMERGENCY MEDICAL TREATMENT AUTHORIZATION**

In the event of illness or injury, I do hereby consent to whatever x-ray, examination, anesthetic, medical, surgical, dental diagnosis/treatment, hospital care and emergency transportation may be considered necessary in the best judgment of the attending physician, surgeon or dentist.

X \_\_\_\_\_  
Signature of Volunteer/Participant

Medical Insurance Carrier and Policy or Group Number:

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Emergency Contact: \_\_\_\_\_ Relationship: \_\_\_\_\_

Phone Number: \_\_\_\_\_