



Family Handbook 2026-27



Blue Oak Academy

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Visalia, CA 93292

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(559) 730-7422

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www.blueoakacademy.org



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WELCOME MESSAGE

The Academies: Elevating Academics in an Enriching Environment

Welcome to The Academies Charter Management Organization (TACMO) family! We are thrilled you have chosen to take part in the journey to realize the mission and vision of TACMO in our community!

The mission of our school is to engage every student in a manner which cultivates growth and nurtures their curiosity, creativity, and talents. Our collaborative community empowers students to grow into self-directed thinkers and virtuous citizens, equipped with a love of learning and a love of life; eager to contribute their gifts to a better, more equitable world.

Our vision is to create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

This Family Handbook is a reference guide for the families of students at TACMO. It provides general information regarding our policies and procedures. We encourage you to read this Handbook carefully. The policies set forth here may be changed from time to time at TACMO's discretion. Once you have reviewed this Handbook, please sign the acknowledgement form at the end of this Handbook and return it to your child's teacher. This signed acknowledgement demonstrates to TACMO that you have read, understand and agree to comply with the policies and procedures outlined in the Handbook.

If you have any questions about this Handbook or any policy or procedure of The Academies, please reach out to your school front office.

We look forward to working together to achieve TACMO's mission and vision, proving that schools that put students first can be successful both in quantitative and qualitative terms, and that a student-centered focus produces maximal student, staff, and family well-being.

Sincerely,

Karin Aure, Ed.D.

Superintendent

The Academies Charter Management
Organization

David Whitmore

Principal

Sycamore Valley Academy

Staci Soares

Principal

Blue Oak Academy

ABOUT THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION (TACMO)

The Academies Charter Management Organization (TACMO) is the nonprofit organization that operates Sycamore Valley Academy (SVA) and Blue Oak Academy (BOA). The nonprofit was created to support the development of SVA, which was founded by a team of community leaders led by Ruth Dutton, who became the school's first Superintendent. Visalia Unified School District authorized the charter for SVA on October 11, 2011. In 2016, the SVA team decided it would serve the mission/vision of the school, and the larger community, to grow the organization and open a second school, BOA. At this time, the nonprofit was renamed TACMO. Tulare County Office of Education authorized both schools' charters on December 9, 2016. Dr. Donya Ball served as the organization's second Superintendent for six years, from 2019-20 to 2024-25. In July 2025, Dr. Karin Aure, one of SVA's founders, was named the third Superintendent.

There are many ways The Academies differ from other educational models and systems. Here are some of its most identifiable distinctions:

MULTI-AGE GROUPING/LOOPING

- Our schools employ multi-age grouping and looping structures in some grade levels to enhance student-centered and differentiated instruction. Looping is when teachers follow students for at least two years. In multi-age classrooms, students from two or more grade levels are grouped together. Research has shown that both structures can lead to improved academic outcomes and social-emotional development, as well as foster a more personalized learning experience for students.

DIFFERENTIATION

- We utilize the common core standards in a student-responsive way. We keep students challenged according to what they are ready for next - not their date of birth. We use the GATE standards (acceleration, depth, complexity, and novelty) as well as accommodations and modifications, as necessary, to differ the curriculum and develop our students as thinkers.

THEMATIC LEARNING (AKA "UNIVERSAL THEMES")

- We unify the core academic subject areas through larger, conceptual themes to help students develop the habit of connection-making and seeing the "big picture," as well as to provide relevance for their learning.

PROJECT-BASED LEARNING

- Each class completes a minimum of three project-based learning units over the course of the academic year. We use projects to make learning meaningful and personal for students, and to facilitate the development of higher-level, critical thinking skills, and 21st Century skills. We use the Buck Institute and the PBL core models for PBL to design high quality, interdisciplinary projects for students.

ENRICHMENT

- We devote significant instructional time to subject areas that some schools consider "extras." These include Art, Music Appreciation, and Spanish language. In addition, we place a priority on enriching instruction in the core academics – using authentic literature for English/Language Arts, for example, and providing hands-on Science instruction.

SOCIAL-EMOTIONAL LEARNING

- Teachers devote time to the development of students' social-emotional awareness and skills through the use of Classroom Meetings, and a school-wide instruction of social-emotional skills such as empathy, emotion management, problem solving, self-regulation, executive function skills, and skills for learning.

AUTHENTIC ASSESSMENT

- Student learning is evaluated in multiple ways, including performance-based assessments (e.g., projects, performances, collaborative work, teacher observation, Socratic seminars) as well as formative and summative assessments. Student portfolios, including work samples across content areas, provide evidence of learning. The i-Ready Diagnostic assessment is administered three times each year for additional progress monitoring and benchmarking. TACMO believes multiple and varied sources of data provide the clearest picture of student learning.

PARENT PARTNERING

- SVA and BOA value the wisdom and insight of parents and invites parents to participate in the life of the school. We welcome parent volunteers and involvement.

All of the above features are anchored in The Academies Charter Management Organization's core belief that school programs should serve the development of the whole child. With this in mind, TACMO has identified the following school-wide **Learning Outcomes**, which, along with our **Motto**, **Mission**, and **Vision**, consistently inform TACMO staff as we implement our program.

LEARNING OUTCOMES

- Inquisitive, critical thinkers
- Virtuous, courageous, and intelligent individuals
- Self-motivated, competent, life-long learners
- Confident leaders in the 21st century world
- Creative and effective problem-solvers
- Empowered, able citizens in a democratic society

MOTTO

Accelerating Academics in an Enriching Environment

Last Name	First Name	Title/Position	Email
CHARTER MANAGEMENT ORGANIZATION ADMINISTRATIVE AND SUPPORT STAFF			
Aure	Karin	Superintendent	kaure@theacademiescharters.org
		Human Resources Director	
Van Groningen	Claudia	Operations Director	claudiav@theacademiescharters.org
Nelson	Stacey	Administrative Manager	snelson@theacademiescharters.org
Eastman	Krystal	Administrative Support Technician	keastman@theacademiescharters.org
Jones	Jackie	Mental Health Clinician	jjones@theacademiescharters.org
Boehme	Renee	Director of Special Education	rboehme@theacademiescharters.org
Roepke-Brenner	Katie	School Nurse	kroepke-brenner@theacademiescharters.org
Ventura	Lauren	After School Program Coordinator	lventura@theacademiescharters.org
SYCAMORE VALLEY ACADEMY ADMINISTRATIVE AND SUPPORT STAFF			
David	Whitmore	Principal	dwhitmore@sycamorevalleyacademy.org
Souza	Mackenzie	Vice Principal	mackenziesouza@sycamorevalleyacademy.org
Quiddam	Brooke	School Psychologist	bquiddam@sycamorevalleyacademy.org
George	Joy	Office Assistant	jgeorge@sycamorevalleyacademy.org
Bustos	Andrea	Office Assistant	abustos@sycamorevalleyacademy.org
Ruiz	Agatha	Licensed Vocational Nurse	agatharuiz@sycamorevalleyacademy.org
Calderon	Steve	Custodian	scalderon@sycamorevalleyacademy.org
BLUE OAK ACADEMY ADMINISTRATIVE AND SUPPORT STAFF			
Soares	Staci	Principal	ssoares@blueoakacademy.org
Vance	Alexis	Vice Principal	avance@blueoakacademy.org
Boehme	Renee	School Psychologist	rboehme@theacademiescharters.org
Anderson	Wendy	Office Assistant	wendyanderson@blueoakacademy.org
Nunez	Christina	Office Assistant	cnunez@blueoakacademy.org
Guzman	Laura	Health Aide	lguzman@blueoakacademy.org
Lira	Sue	Custodian	slira@blueoakacademy.org
SYCAMORE VALLEY ACADEMY CORE ACADEMIC TEACHING STAFF			
Denham	Jennifer	Instructional Coach	jdenham@sycamorevalleyacademy.org
Poggione	Lori	Transitional Kindergarten Teacher	lpoggione@sycamorevalleyacademy.org
Barraza	Diana	Kindergarten Teacher	dbarraza@sycamorevalleyacademy.org
Cazares	Leticia	Kindergarten Teacher	ncazares@sycamorevalleyacademy.org
Flynn	Christina	1 st Grade Teacher	cflynn@sycamorevalleyacademy.org
Kappes	Susan	1 st Grade Teacher	skappes@sycamorevalleyacademy.org
Esquivel	Kevin	2 nd Grade Math	kesquivel@sycamorevalleyacademy.org
Gallegos	Vanessa	2 nd / 3 rd Grade Teacher	vgallegos@sycamorevalleyacademy.org
Gonzalez	Natalie	2 nd / 3 rd Grade Teacher	nataliegonzalez@sycamorevalleyacademy.org
Wright	Theresa	2 nd / 3 rd Grade Teacher	twright@sycamorevalleyacademy.org
Brenner	Amara	4 th / 5 th Grade Teacher	abrenner@sycamorevalleyacademy.org
Henderson	Michelle	4 th / 5 th Grade Teacher	mhenderson@sycamorevalleyacademy.org
Rhoads	Janae	4 th Grade Math	jrhoads@sycamorevalleyacademy.org
Ridenour	Ashley	4 th / 5 th Grade Teacher	aridenour@sycamorevalleyacademy.org
Alcantar	Andrew	Middle School Teacher: 6 th / 7 th	aalcantar@sycamorevalleyacademy.org
Alfino	Amanda	Middle School Teacher: Math	aalfino@sycamorevalleyacademy.org
McLaughlin	Janell	Middle School Teacher: Humanities	jmclaughlin@sycamorevalleyacademy.org
Nuno	Alejandra	Middle School Teacher: Math/Science	anuno@sycamorevalleyacademy.org

Last Name	First Name	Title/Position	Email
SYCAMORE VALLEY ACADEMY CORE ACADEMIC TEACHING STAFF (continued)			
Valdivia	Fabiola	Middle School Teacher: Math/Science	fvaldivia@sycamorevalleyacademy.org
Blackmon	Whitney	Float Substitute	whitneyblackmon@sycamorevalleyacademy.org

BLUE OAK ACADEMY CORE ACADEMIC TEACHING STAFF			
Johnson	Cristina	Instructional Coach	cjohnson@blueoakacademy.org
Aguilar	Laurie	Transitional Kindergarten Teacher	laguilar@blueoakacademy.org
Ramage	Jennifer	Transitional Kindergarten Teacher	jramage@blueoakacademy.org
Johnson	Erik	Kindergarten Teacher	ejohnson@blueoakacademy.org
Weeaks	Tina	Kindergarten Teacher	tweeaks@blueoakacademy.org
Jones	Brittani	1 st Grade Teacher	bjones@blueoakacademy.org
Nunes	Sandra	1 st Grade Teacher	snunes@blueoakacademy.org
Anderson	Audrey	2 nd Grade Teacher	audreyanderson@blueoakacademy.org
Leonardo	Jennifer	2 nd Grade Teacher	jleonardo@blueoakacademy.org
Enos	Devon	3 rd Grade Teacher	denos@blueoakacademy.org
Perez	Stephanie	3 rd Grade Teacher	sperez@blueoakacademy.org
Godinez	Leslie	4 th / 5 th Grade Teacher	lgodinez@blueoakacademy.org
Gonzales	Cecilia	4 th / 5 th Grade Teacher	cgonzales@blueoakacademy.org
Rocha	Melanie	4 th / 5 th Grade Teacher	mrocha@blueoakacademy.org
Gravitt	Kristina	Middle School Teacher: ELA/History	kgravitt@blueoakacademy.org
Martinez	Jacob	Middle School Teacher: ELA/History	martinez@blueoakacademy.org
Flores	Janet	Middle School Teacher: Math	janetflores@blueoakacademy.org
Villalpando-Martinez	Berenice	Middle School Teacher: Math/Science	bvillalpando@blueoakacademy.org
Pilgrim	Cara	Float Substitute	carapilgrim@blueoakacademy.org

SYCAMORE VALLEY ACADEMY ENRICHMENT, INTERVENTION, AND SPECIAL EDUCATION TEACHING STAFF			
Alfino	Amanda	Intervention Teacher: Math	aalfino@sycamorevalleyacademy.org
Carmona	Joesaigh	Enrichment Teacher: P. E.	jcarmona@sycamorevalleyacademy.org
Elliott	Jennifer	Education Specialist	jelliott@theacademiescharters.org
Esquivel	Kevin	Enrichment Teacher: Music	kesquivel@sycamorevalleyacademy.org
Halsted	Chelsea	Intervention Teacher & Ed Specialist	chalsted@theacademiescharters.org
Quezada Mejia	Jimena	Enrichment Teacher: World Language	jquezadamejia@sycamorevalleyacademy.org
Rhoads	Janae	Enrichment Teacher: 1 st / 5 th Science	rhoads@sycamorevalleyacademy.org
Whiteman	Timothy	Education Specialist	twhiteman@theacademiescharters.org

BLUE OAK ACADEMY ENRICHMENT, INTERVENTION, AND SPECIAL EDUCATION TEACHING STAFF			
Bakke	Brianna	Education Specialist	bbakke@theacademiescharters.org
Brumfield	Thomas	Enrichment Teacher: P.E.	tbrumfield@blueoakacademy.org
Esquivel	Justine	Education Specialist	jesquivel@theacademiescharters.org
Hendershot	Jocelyn	Intervention Teacher	jhendershot@blueoakacademy.org
McMahon	Shannon	Enrichment Teacher: Music	smcmahon@theacademiescharters.org
Rodriguez	Gabriel	Enrichment Teacher: Math/STEAM	grodriguez@blueoakacademy.org
Villaseñor	Arturo	Enrichment Teacher: World Language	avillasenor@blueoakacademy.org

COMMUNICATING WITH TACMO STAFF

TACMO classroom teachers and other staff are open and eager to hear thoughts, questions, comments, and concerns.

Please review and follow these guidelines for when and how to communicate with staff:

- During the school day, we expect our staff to have their full attention turned to the safety of our students and to supporting their learning. For critical messages that are time-sensitive, please call our front office who will relay your message to the teacher or your student.
- To communicate directly with your child's teacher, use email or ParentSquare. Teachers check email daily and ParentSquare allows for easy back-and-forth messaging. Within the first days of school, teachers will give out information about connecting to this messaging app.
- In-person meetings should be scheduled in advance with the teacher via email or ParentSquare. Teachers have additional duties and responsibilities before and after school, so are not able to meet without advance notice.
- Please remember that teachers need to keep their focus on students' learning and safety the whole school day, including during morning line up and while on duty supervising students after the final bell.

Communication between parents/guardians and staff must remain respectful, productive, and focused on finding solutions.

Working together we can address the thoughts and concerns of parents as they arise while also keeping the focus on learning and student safety during our instructional days. For complaints, please see the "Complaint Procedures" section of this Handbook.

ACADEMIC CALENDAR



ACADEMIC CALENDAR

2026-2027

AUGUST 2026 (14)

MON	TUE	WED	THU	FRI
3	4	5 X	6 X	7 X
10 T	11 T	12 E	13	14
17	18	19 E	20	21
24	25	26 E	27	28
31				

SEPTEMBER 2026 (21)

MON	TUE	WED	THU	FRI
	1	2 E	3	4 ■
7 H	8	9 E	10	11
14	15	16 E	17	18
21	22	23 E	24	25
28	29	30 E		

OCTOBER 2026 (20)

MON	TUE	WED	THU	FRI
			1	2
5	6	7 E	8	9
12 H	13 X	14 E	15	16
19	20	21 E	22	23
26	27	28 E	29	30

NOVEMBER 2026 (13)

MON	TUE	WED	THU	FRI
2	3	4 E	5	6*
9	10	11 H	12	13
16	17	18 E	19 C	20 C
23 L	24 L	25 L	26 H	27 L
30				

DECEMBER 2026 (14)

MON	TUE	WED	THU	FRI
	1	2 E	3	4
7 ■	8	9 E	10	11
14	15	16 E	17	18 ■
21 L	22 L	23 L	24 L	25 H
28 L	29 L	30 L	31 L	

JANUARY 2027 (14)

MON	TUE	WED	THU	FRI
				1 H
4 L	5 L	6 L	7 L	8 L
11	12	13 E	14	15
18 H	19	20 E	21	22
25 ■	26	27 E	28	29

FEBRUARY 2027 (18)

MON	TUE	WED	THU	FRI
1	2	3 E	4	5
8	9	10 E	11	12 L
15 H	16	17 E	18	19
22 ■	23	24 E	25	26

MARCH 2027 (15)

MON	TUE	WED	THU	FRI
1	2	3 E	4	5*
8	9	10 E	11	12
15	16	17 E	18 C	19 C
22 L	23 L	24 L	25 L	26 L
29 L	30	31 E		

APRIL 2027 (22)

MON	TUE	WED	THU	FRI
			1	2
5	6	7 E	8	9
12	13	14 E	15	16
19	20	21 E	22	23 ■
26	27	28 E	29	30

MAY 2027 (20)

MON	TUE	WED	THU	FRI
3	4	5 E	6	7
10 ■	11	12 E	13	14
17	18	19 E	20	21
24	25	26 E	27	28
31 H				

JUNE 2027 (4)

MON	TUE	WED	THU	FRI
	1	2 E	3	4* ■
7	8	9	10	11
14	15	16	17	18 H
21	22	23	24	25
28	29	30		

No Student Attendance: School NOT in Session

Regular School Day: Grades TK-8

E Early Release Day: Grades TK-8 dismiss at 1:00 PM

■ Minimum Day: Grades TK-8 dismiss at 12:15 PM

*End of Trimester

C = Conference Day

H = National Holiday

L = Local Student
Non-Attendance Day

X = Staff Development

T = Teacher Work Day



- ☒ Optional After-School Programs run until 5:30 PM
- ☒ Students must be in line and ready to learn at 8:10 AM
- ☒ Breakfast served from 7:45 AM – 8:05 AM daily

GRADES TK + K	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 20 Minutes
9:30	Recess Begins
9:50	Recess Ends Instruction Begins 1 Hour 10 Minutes
11:00	TK & K Lunch/Recess Begin
11:40	TK & K Lunch/Recess End Instruction Begins 1 Hour 50 Minutes
1:30	Dismissal

GRADE 1	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 20 Minutes
9:30	Recess Begins
9:50	Recess Ends Instruction Begins 1 Hour 15 Minutes
11:05	Lunch/Recess Begin
11:45	Lunch/Recess End Instruction Begins 1 Hour 35 Minutes
1:20	Recess Begins
1:40	Recess Ends Instruction Begins 1 Hour 50 Minutes
3:30	Dismissal

GRADES 2 + 3	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 40 Minutes
9:50	Recess Begins
10:10	Recess Ends Instruction Begins 1 Hour 20 Minutes
11:30	Lunch/Recess Begin
12:10	Lunch/Recess End Instruction Begins 1 Hour 30 Minutes
1:40	Recess Begins
2:00	Recess Ends Instruction Begins 1 Hour 30 Minutes
3:30	Dismissal

GRADES 4 + 5	
7:35	Campus Opens
8:10	Instruction Begins 2 Hours 20 Minutes
10:30	Recess Begins
10:50	Recess Ends Instruction Begins 1 Hour 5 Minutes
11:55	Lunch/Recess Begin
12:35	Lunch/Recess End Instruction Begins 1 Hour 25 Minutes
2:00	Recess Begins
2:20	Recess Ends Instruction Begins 1 Hour 10 Minutes
3:30	Dismissal

GRADES 6 + 7 + 8	
7:35	Campus Opens
8:10	Instruction Begins 2 Hours 5 Minutes
10:15	Break Begins
10:30	Break Ends Instruction Begins 1 Hour 50 Minutes
12:20	Lunch Break Begins
1:00	Lunch Break Ends Instruction Begins 2 Hours 30 Minutes
3:30	Dismissal



DAILY SCHEDULE • EARLY RELEASE DAY

2026-2027



- ☒ Optional After-School Programs run until 5:30 PM
- ☒ Students must be in line and ready to learn at 8:10 AM
- ☒ Breakfast served from 7:45 AM – 8:05 AM daily

GRADE TK + K	GRADE 1	GRADE 2 + 3	GRADE 4 + 5	GRADES 6 + 7 + 8
7:35 Campus Opens	7:35 Campus Opens	7:35 Campus Opens	7:35 Campus Opens	7:35 Campus Opens
8:10 Instruction Begins 1 Hour 20 Minutes	8:10 Instruction Begins 1 Hour 20 Minutes	8:10 Instruction Begins 1 Hour 40 Minutes	8:10 Instruction Begins 2 Hours 20 Minutes	8:10 Instruction Begins 2 Hours 5 Minutes
9:30 Recess Begins	9:30 Recess Begins	9:50 Recess Begins	10:30 Recess Begins	10:15 Break Begins
9:50 Recess Ends Instruction Begins 1 Hour 10 Minutes	9:50 Recess Ends Instruction Begins 1 Hour 15 Minutes	10:10 Recess Ends Instruction Begins 1 Hour 20 Minutes	10:50 Recess Ends Instruction Begins 1 Hour 5 Minutes	10:30 Break Ends Instruction Begins 1 Hour 50 Minutes
11:00 TK & K Lunch/Recess Begin	11:05 Lunch/Recess Begin	11:30 Lunch/Recess Begin	11:55 Lunch/Recess Begin	12:20 Lunch Begins
11:40 TK & K Lunch/Recess End Instruction Begins 1 Hour 50 Minutes	11:45 Lunch/Recess End Instruction Begins 1 Hour 15 Minutes	12:10 Lunch/Recess End Instruction Begins 50 Minutes	12:35 Lunch/Recess End Instruction Begins 25 Minutes	1:00 Lunch Ends Dismissal
1:00 Dismissal	1:00 Dismissal	1:00 Dismissal	1:00 Dismissal	



DAILY SCHEDULE • MINIMUM DAY

2026-2027



- ☒ Optional After-School Programs run until 5:30 PM
- ☒ Students must be in line and ready to learn at 8:10 AM
- ☒ Breakfast served from 7:45 AM – 8:05 AM daily

GRADE TK + K	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 20 Minutes
9:30	Recess Begins
9:45	Recess Ends Instruction Begins 1 Hour
10:45	Lunch/Recess Begin
11:25	Lunch/Recess End Instruction Begins 50 Minutes
12:15	Dismissal

GRADE 1	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 20 Minutes
9:30	Recess Begins
9:45	Recess Ends Instruction Begins 1 Hour
10:45	Lunch/Recess Begin
11:25	Lunch/Recess End Instruction Begins 50 Minutes
12:15	Dismissal

GRADE 2 + 3	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 35 Minutes
9:45	Recess Begins
10:00	Recess Ends Instruction Begins 1 Hour 5 Minutes
11:05	Lunch/Recess Begin
11:45	Lunch/Recess End Instruction Begins 30 Minutes
12:15	Dismissal

GRADE 4 + 5	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 50 Minutes
10:00	Recess Begins
10:15	Recess Ends Instruction Begins 1 Hour 10 Minutes
11:25	Lunch/Recess Begin
12:05	Lunch/Recess End Instruction Begins 10 Minutes
12:15	Dismissal

GRADES 6 + 7 + 8	
7:35	Campus Opens
8:10	Instruction Begins 2 Hours 5 Minutes
10:15	Break Begins
10:30	Break Ends Instruction Begins 1 Hour 25 Minutes
11:55	Lunch Begins
12:15	Lunch Ends Dismissal

MINIMUM DAY SCHEDULE

All grades dismiss at 12:15 PM on the following minimum days:

Friday • September 4, 2026	Monday • February 22, 2027
Monday • December 7, 2026	Friday • April 23, 2027
Friday • December 18, 2026	Monday • May 10, 2027
Monday • January 25, 2027	Friday • June 4, 2027



DAILY SCHEDULE • REGULAR DAY

2026-2027



- ✓ Optional After-School Programs run until 5:30 PM
- ✓ Students must be in line and ready to learn at 8:10 AM
- ✓ Breakfast served from 7:45 AM – 8:05 AM daily

GRADES TK + K	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 10 Minutes
9:20	Recess Begins
9:40	Recess Ends Instruction Begins 1 Hour 20 Minutes
11:00	Lunch/Recess Begin
11:40	Lunch/Recess End Instruction Begins 1 Hour 50 Minutes
1:30	Dismissal

GRADE 1	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 30 Minutes
9:40	Recess Begins
10:00	Recess Ends Instruction Begins 1 Hour 40 Minutes
11:40	Lunch/Recess Begin
12:20	Lunch/Recess End Instruction Begins 1 Hour 30 Minutes
1:50	Recess Begins
2:05	Recess Ends Instruction Begins 1 Hour 25 Minutes
3:30	Dismissal

GRADES 2 + 3	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 30 Minutes
9:40	Recess Begins
10:00	Recess Ends Instruction Begins 1 Hour 40 Minutes
11:40	Lunch/Recess Begin
12:20	Lunch/Recess End Instruction Begins 1 Hour 30 Minutes
1:50	Recess Begins
2:05	Recess Ends, Instruction Begins 1 Hour 25 Minutes
3:30	Dismissal

GRADES 4 + 5	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 50 Minutes
10:00	Recess Begins
10:20	Recess Ends Instruction Begins 2 Hours 5 Minutes
12:25	Lunch/Recess Begin
1:05	Lunch/Recess End Instruction Begins 1 Hour 25 Minutes
2:30	Recess Begins
2:45	Recess Ends Instruction Begins 45 Minutes
3:30	Dismissal

GRADES 6 + 7 + 8	
7:35	Campus Opens
8:10	Instruction Begins 2 Hours 14 Minutes
10:24	Break Begins
10:39	Instruction Begins 1 Hour 46 Minutes
12:25	Lunch Break Begins
1:05	Lunch Break Ends Instruction Begins 1 Hours 37 Minutes
2:42	Break Begins
2:50	Break Ends Instruction Begins 38 Minutes
3:30	Dismissal

SYCAMORE VALLEY ACADEMY DAILY SCHEDULE – EARLY RELEASE DAY 2026-27



2026-2027 DAILY SCHEDULE • EARLY RELEASE DAY



- ✓ Optional After-School Programs run until 5:30 PM
- ✓ Students must be in line and ready to learn at 8:10 AM
- ✓ Breakfast served from 7:45 AM – 8:05 AM daily

GRADES TK + K	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 10 Minutes
9:20	Recess Begins
9:40	Recess Ends Instruction Begins 1 Hour 20 Minutes
11:00	Lunch/Recess Begin
11:40	Lunch/Recess End Instruction Begins 1 Hour 20 Minutes
1:00	Dismissal

GRADE 1	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 30 Minutes
9:40	Recess Begins
10:00	Recess Ends Instruction Begins 1 Hour 40 Minutes
11:40	Lunch/Recess Begin
12:20	Lunch/Recess End Instruction Begins 40 Minutes
1:00	Dismissal

GRADES 2 + 3	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 30 Minutes
9:40	Recess Begins
10:00	Recess Ends Instruction Begins 1 Hour 40 Minutes
11:40	Lunch/Recess Begin
12:20	Lunch/Recess End Instruction Begins 40 Minutes
1:00	Dismissal

GRADES 4 + 5	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 50 Minutes
10:00	Recess Begins
10:20	Recess Ends Instruction Begins 2 Hours 5 Minutes
12:25	Lunch/Recess Begin
1:00	Lunch/Recess End Dismissal

GRADES 6 + 7 + 8	
7:35	Campus Opens
8:10	Instruction Begins 2 Hours 5 Minutes
10:15	Break Begins
10:30	Instruction Begins 2 Hours 5 Minutes
12:35	Lunch Break Begins
1:00	Lunch Break Ends Dismissal



DAILY SCHEDULE • MINIMUM DAY

2026-2027



- ✓ Optional After-School Programs run until 5:30 PM
- ✓ Students must be in line and ready to learn at 8:10 AM
- ✓ Breakfast served from 7:45 AM – 8:05 AM daily

GRADES TK + K +1	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 5 Minutes
9:15	Recess Begins
9:30	Recess Ends Instruction Begins 1 Hour 15 Minutes
10:45	Lunch/Recess Begin
11:20	Lunch/Recess End Instruction Begins 55 Minutes
12:15	Dismissal

GRADES 2 + 3	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 5 Minutes
9:30	Recess Begins
9:45	Recess Ends Instruction Begins 1 Hour 25 Minutes
11:10	Lunch/Recess Begin
11:45	Lunch/Recess End Instruction Begins 30 Minutes
12:15	Dismissal

GRADES 4 + 5	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 20 Minutes
9:30	Recess Begins
9:45	Recess Ends Instruction Begins 1 Hour 25 Minutes
11:10	Lunch/Recess Begin
11:45	Lunch/Recess End Instruction Begins 30 Minutes
12:15	Dismissal

GRADES 6 + 7 + 8	
7:35	Campus Opens
8:10	Instruction Begins 1 Hour 45 Minutes
9:55	Break Begins
10:10	Break Ends Instruction Begins 1 Hour 40 Minutes
11:50	Lunch Break Begins
12:15	Lunch Break Ends Dismissal

MINIMUM DAY SCHEDULE

All grades dismiss at 12:15 PM on the following minimum days:

Friday • September 4, 2026	Monday • February 22, 2027
Monday • December 7, 2026	Friday • April 23, 2027
Friday • December 18, 2026	Monday • May 10, 2027
Monday • January 25, 2027	Friday • June 4, 2027

DROP OFF AND PICK UP PROCEDURES

Gates will open at 7:35 AM. Students are not allowed on campus prior to that time. Once a student arrives at school, he/she may not leave campus before dismissal unless a parent or guardian signs the student out at the front office. Parents and students should be aware that no adult supervision is provided prior to 7:35 AM, and neither TACMO nor Tulare County Office of Education assumes any responsibility for students who are dropped off at the school site prior to that time.

Between 7:35 – 8:10 AM, students are to be on the playground/blacktop, or if teachers are in classrooms and give permission, students can go to their own classroom during this time. If a student's classroom door is closed, students should bring their backpacks with them to the yard or cafeteria and remain there until the line-up bell rings. If student backpacks contains school-owned items or materials, please check-in at the office.

All students and teachers must report to the playground at 8:10 AM when the line-up bell rings. When the bell rings at 8:10 AM, students are to stop playing, and line up in their designated areas. Any students arriving after 8:15 are tardy and **MUST** obtain a note from the office before going to their class.

Parents must wait outside the gates for students after school. Because of safety concerns, students will not be released to a vehicle. Parents must park their vehicle and come to the gate to receive their student. Upon dismissal, teachers will escort students to the exit gate areas. After 3:45 PM, remaining students will be taken to the after-school program (if scheduled) or to the front office.

Supervision is provided for **10 minutes** after school is out. Students who are not enrolled in ASP will be escorted to the office, where office staff will call home. Students will then be sent to ASP if parents are contacted and agree to send the child to the program, for which they will be required to register and pay associated fees. Child Welfare Services will be alerted if a student has not been picked up after 30 minutes beyond the school day and no contact has been made with the office. If a parent has an appointment with a teacher, the parent can sign in and enter campus after students are dismissed. TK and Kindergarten students may not wait after school for a student in another grade to be dismissed at 3:30 PM. Enrollment in the afterschool "Kinder Bridge" program is an option for these students.

If it is necessary to park across the street from the school for drop-off or pick-up, parents must park their vehicle and escort their student across the street at the corner where there is a crosswalk. Jaywalking is prohibited by law and is unsafe for pedestrians.

Parents are asked to observe safe driving habits in the school zone. Please do not double-park, park in fire lanes or park in handicapped parking spaces (unless you display a handicapped marker/license).

For more information regarding our After School Program (ASP), navigate to our website: www.theacademiescharters.org/after-school

BLUE OAK ACADEMY ARRIVAL

PARENT DROP-OFF

Parents can use the drop-off lane in the parking lot (Caldwell) or park and walk students to the main entrance gate.

BLUE OAK ACADEMY DISMISSAL

PARENT PICK-UP

Students in grades 1-8 will be released at 3:30 PM (Regular Day), 1:00 PM (Early Release Wednesdays), and 12:15 PM (Minimum Day).

Parents can use the pick-up lane in the parking lot (Caldwell) or park and pick students up from teachers at the main entrance.

TK AND KINDERGARTEN PICK-UP

TK and Kindergarten students are released at 1:30 PM (regular day), 1:00 PM (Early Release Wednesdays, and 12:15 PM (Minimum Days) and may be picked up at the TK/Kindergarten gate near the parking lot.

SYCAMORE VALLEY ACADEMY ARRIVAL

BUS DROP-OFF (SVA ONLY)

All students arriving by bus will be dropped off in the circle drive on Rd. 68 by the front office and arrival gate.

PARENT DROP-OFF

Parents should pull into the driveway on Caldwell (at the east end of the school) and exit the driveway on Rd 68 (at the west end of campus). The driveway is **ONE WAY** only. Use the spaces available on the east and north sides of campus to park and let your student out. Gates are open on the east side, as well as the north side of campus. Please be extremely cautious when pulling in and out of parking spaces. **Remember, enter on Caldwell ONLY, and exit on Rd 68 ONLY.** When using the circle driveway at the front of campus in the morning, please be aware of buses arriving with students and help maintain a steady flow of traffic.

SYCAMORE VALLEY ACADEMY DISMISSAL

BUS PICK-UP

Students leaving by bus will leave from the western gates.

TRANSITIONAL KINDERGARTEN AND KINDERGARTEN PICK-UP

TK and Kindergarten students are released at 1:30 PM (Regular Day), 1:00 PM (Early Release Wednesdays), and 12:15 PM (Minimum Day) and may be picked up at Gate C, which is the gate nearest the kindergarten rooms on the North side of campus.

There are no buses at Transitional Kindergarten and Kindergarten dismissal on a Regular Day schedule. If enrolled in the “Kinder Bridge” program after school, pick up is at 3:30 and kinder students should go to the appropriate bus, or the south gate near the Science Room for parent pick up.

PARENT PICK-UP

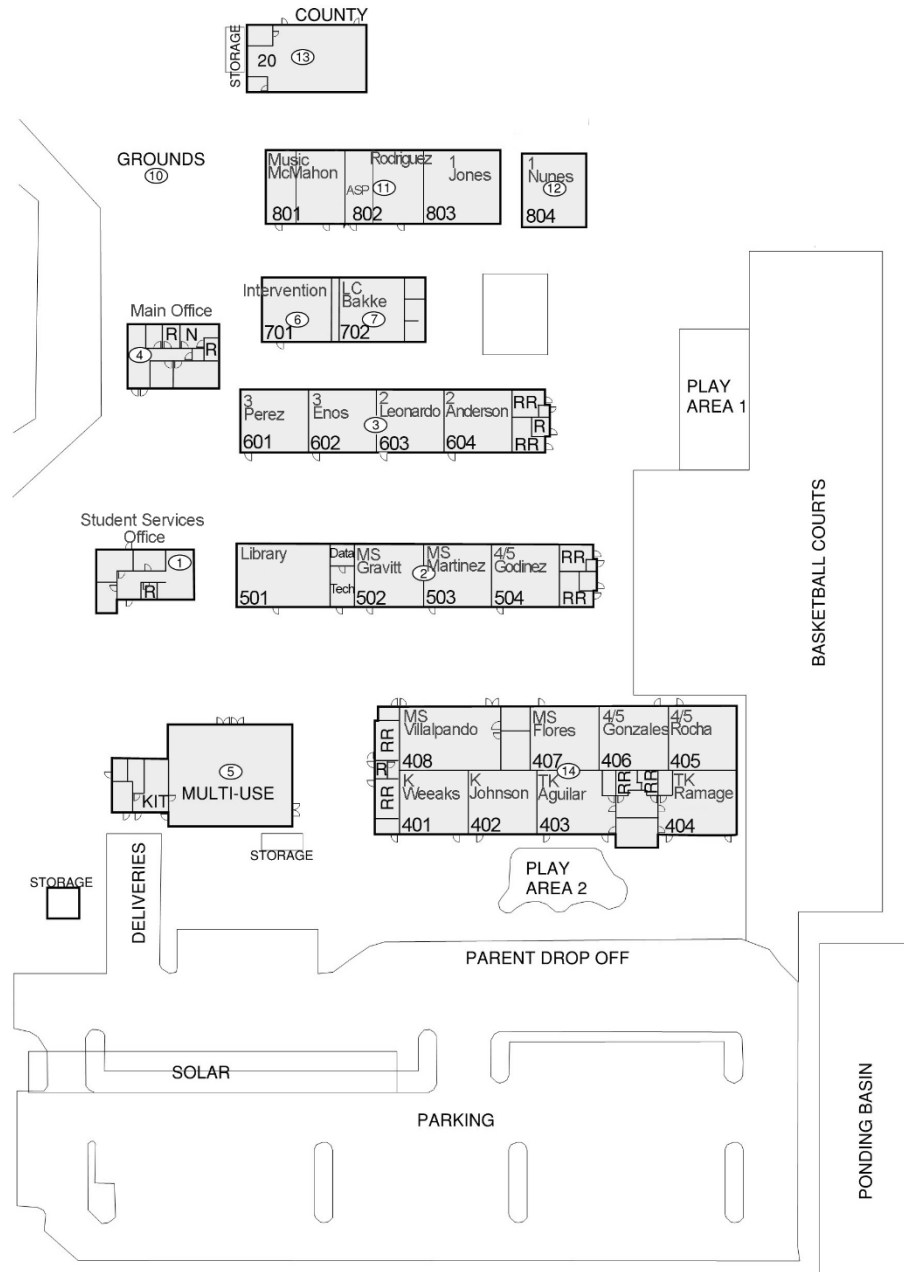
Students in grades 1-8 will be released at 3:30 PM (Regular Day), 1:00 PM (Early Release Wednesdays), and 12:15 PM (Minimum Day).

Students will dismiss from the gate of the youngest sibling.

- Gate A (East side of campus) is the 2nd-5th gate
- Gate B (North side of campus on the East end of the driveway) is the middle school gate.
- Gate C (North side of campus on the west end of the driveway) is the TK-1 gate.

BLUE OAK ACADEMY CAMPUS MAP

Blue Oak Academy



Site Acres = 12.47
Building Sq. Ft. 37,726

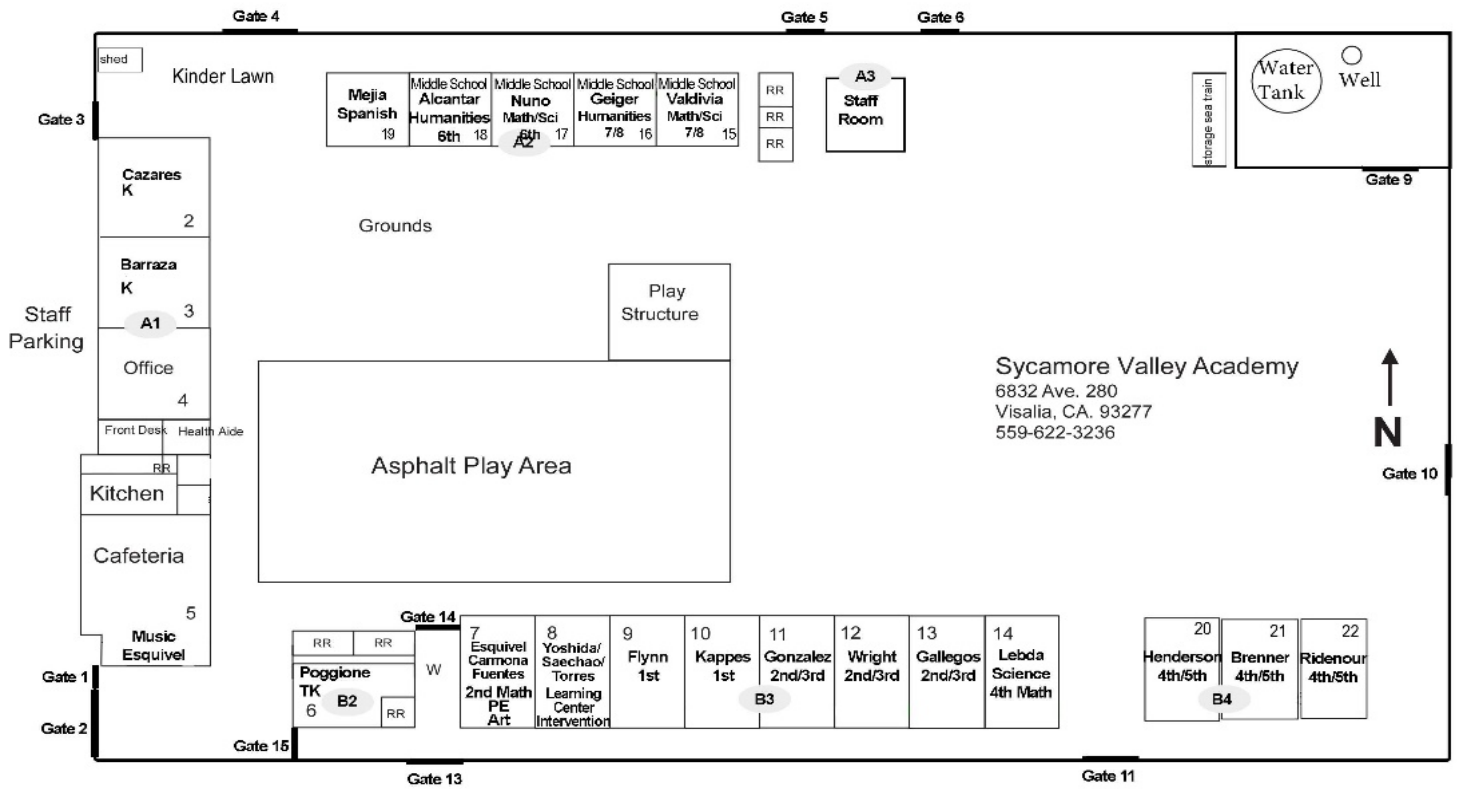


BLUE OAK ACADEMY/UNION
18050 Rd. 148
Visalia, CA 93292
559-730-7491

CDS # 54 10546 0135459

SYCAMORE VALLEY ACADEMY CAMPUS MAP

Sycamore Valley Academy



BUS TRANSPORTATION INFORMATION – SYCAMORE VALLEY ACADEMY ONLY



BUS SCHEDULE

2026-2027



SVA students will be transported via yellow bus, operated by Classic Charter.



The SVA bus service will serve only enrolled SVA students. The bus will not transport additional student passengers attending other area schools.



Parents/Guardians are responsible for their student's safety until they board the bus and once they step off the bus.



Parents/Guardians are responsible to transport students who miss the bus. Please arrive to your bus stop 10 MINUTES EARLY.



	REGULAR DAY Pick Up/Drop Off	WEDNESDAY Pick Up/Drop Off	MINIMUM DAY Pick Up/Drop Off
HOUSTON Elementary School 1200 North Giddings Avenue Visalia, CA 93292 Bus Loading Zone	7:20 AM 4:18 PM	7:20 AM 1:30 PM	7:20 AM 12:38 PM
ROYAL OAKS Elementary School 1313 South Clover Drive Visalia, CA 93277 Houk Park, near light post	7:35 AM 4:03 PM	7:35 AM 1:21 PM	7:35 AM 12:31 PM
CRESTWOOD Elementary School 3001 West Whitendale Street Visalia, CA 93277 Redwood Street Loading Zone	7:40 AM 3:55 PM	7:40 AM 1:15 PM	7:40 AM 12:25 PM

Contact SVA Front Office if:

- Your bus is more than 30 minutes late
- Your child never got off the bus

Sycamore Valley Academy
6832 Avenue 280
Visalia, CA 93277
(559) 622-3236

MINIMUM DAY SCHEDULE

All grades dismiss at 12:15 PM on the following minimum days:

Friday • September 4, 2026	Monday • February 22, 2027
Monday • December 7, 2026	Friday • April 23, 2027
Friday • December 18, 2026	Monday • May 10, 2027
Monday • January 25, 2027	Friday • June 4, 2027



BUS FAQs & INFORMATION

2026-2027

Contact SVA Front Office when:

- Your bus is more than 30 minutes late
- Your child never got off the bus

Sycamore Valley Academy
6832 Avenue 280
Visalia, CA 93277

(559) 622-3236

You weren't able to meet your Kindergarten student at the bus stop?

All Kindergarten students are taken back to Sycamore Valley Academy if a Parent or Guardian is not at the bus stop to meet them.

Sometimes, my child's bus is late. Why does this happen and what should I do?

Every day, situations arise that are beyond the bus drivers' control. These can include traffic accidents, driver absences, maintenance problems, lane closings and roadwork, weather delays or even a late departure from school. Please be patient, as the drivers make every effort to stay on schedule while being mindful of student safety.

What should I do if my child missed the bus to Sycamore Valley Academy?

Students should be at their bus location at least 10 minutes before the scheduled pick-up times. Parents/Guardians are responsible for transporting children to Sycamore Valley Academy who miss the bus.

Can my child ride the bus home with their friend?

You must first submit a request to the SVA office. Approval is based on available room on the bus.

How do I request a new bus stop after we've moved?

You will need to submit a Change of Address Form to the SVA Front Office. Online and printable forms can be found on our website www.sycamorevalleyacademy.org or you can pick one up from the SVA Office.

How do I report a complaint, issue or compliment in regards to student bus transportation?

Contact the SVA office via email at office@sycamorevalleyacademy.org. Provide as much detail as possible.

This is my child's first year to ride on a school bus; is there anything I can do to help him/her prepare for this new experience?

We recommend that families practice walking with their children to their assigned bus stops. Make sure that your students know their bus route number. You can also write the bus route number and stop location clearly on a note that is attached to a backpack or write the bus number and stop on a wristband so that the child can carry the information easily without fear of losing it.

Is the bus driver responsible for children until they get home in the afternoon?

The bus driver is responsible for children while they are actually riding on the bus.

Parents/Guardians are responsible for children's safety when they are on their way to or from the bus stop.

My child left their belongings on his/her bus. What should I do?

Check with your driver the next day or contact the SVA office at (559) 622-3236.

BUS TRANSPORTATION INFORMATION CONT. – SYCAMORE VALLEY ACADEMY ONLY

BUS CONDUCT

The following rules apply at all times when students are riding a school bus, including when riding the bus during school activity trips:

1. Follow the instructions and directions of the Bus Monitor at all times.
2. Arrive at designated bus stop 5 minutes prior to pick-up time and stand in a safe place at the stop to wait quietly for the bus.
3. Enter the bus in an orderly manner and go directly to a seat.
4. Sit down and fasten any passenger restraint. Remain seated while the bus is in motion.
5. Do not block the aisle or emergency with body or personal belongings.
6. Be courteous to the driver and to fellow passengers. Vulgarity, rude or abusive behavior is prohibited.
7. Noise or behavior that could distract the driver, such as loud talking, whistling, yelling, singing, loud laughing, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges.
8. Do not use tobacco products, eat, or drink while riding the bus.
9. May bring electronic devices onto the bus ONLY if such devices are permitted at school. However, use of cellphones and Chromebooks on the bus is not permitted.
10. Do not put any part of the body outside the window or throw any item from the bus.
11. Keep the bus and the area around the bus stop clean. Do not damage or deface the bus or tamper with bus equipment.
12. Service animals are permitted on school transportation services; all other animals are prohibited.
13. Upon reaching the destination, remain seated until the bus comes to a complete stop and upon the signal from the driver, unfasten any restraints, enter the aisle and go directly to the exit.
14. Be alert for traffic when leaving the bus and follow the district's transportation safety plan when crossing the road and exiting the bus.

A student's bus privilege may be revoked at any time if he/she does not comply with the rules for bus conduct.

BUS BEHAVIOR EXPECTATIONS

When riding the bus, you are expected to:

1. **Be Safe**
 - o Stay seated facing forward at all times.
 - o Keep hands, feet, and objects to yourself.
 - o Keep the aisle clear.
 - o Wait for the bus to stop before standing up.
2. **Be Respectful**
 - o Use kind words and an inside voice.
 - o Follow directions from the bus driver or bus monitor the first time.
 - o Respect other students' space and property.
 - o No name-calling, teasing, or inappropriate language.
3. **Be Responsible**
 - o Arrive at the bus stop on time.
 - o Take care of your belongings.
 - o No cellphones or chromebooks out.
 - o No food or drinks on the bus.
 - o Do not leave any trash on the bus.
 - o Report unsafe behavior to the driver or school staff.

BUS TRANSPORTATION INFORMATION CONT. – SYCAMORE VALLEY ACADEMY ONLY

CONSEQUENCES FOR NOT FOLLOWING EXPECTATIONS

1st Offense - Verbal warning

2nd Offense - Parent/Guardian Contacted & Written Referral, bus monitor may temporarily assign seats

3rd Offense - Temporary loss of bus privileges (1-3 days), bus monitor will give student a permanent assigned seat

4th Offense - Extended loss of privileges or permanent removal from the bus

Severe behaviors such as fighting, threatening others, or unsafe actions may result in immediate suspension from bus privileges.

BUS SURVEILLANCE

The Superintendent or designee shall monitor the use and maintenance of the district's bus surveillance system. Any bus may have a surveillance camera, and those that do will be marked as such. Footage from the cameras is NOT available to the public. Only school administration and law enforcement have the ability and permission to monitor and examine surveillance footage.

ATTENDANCE & FOGGY DAY SCHEDULE

Regular attendance is essential to a student's success in school. Most subjects are taught in sequence, requiring the understanding of each concept in order of its presentation. Furthermore, regular attendance promotes the development and maintenance of scholarly habits. Persistent absenteeism creates a genuine hardship for a student and is regarded as a very serious problem. Students with excessive tardiness or absences may be required to meet with site or district personnel to discuss an improvement plan for chronic absenteeism, which may include being placed on an attendance contract.

VERIFICATION OF ABSENCES

If your student must be absent from school, please verify the absence by contacting the front office by phone or email **by 10 AM on the day of the absence**. It is also acceptable (but not preferable) for your student to bring a written note signed by a parent or guardian explaining their absence from school upon their return to school.

When you call, email or write a note to verify an absence, please be sure to state the reason for the child's absence from school. No absence can be excused unless it falls within the approved list designated by California Education Code 48205 which states:

A pupil shall be excused from school when the absence is:

1. Due to his or her illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of his or her immediate family*, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by law. [Must be approved in advance]
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family, who is an active-duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

ATTENDANCE & FOGGY DAY SCHEDULE CONT.

LEAVING SCHOOL DURING THE SCHOOL DAY

As every moment of your child's learning time at school is valuable, please make every effort to schedule appointments outside of normal school hours. In the event that a daytime appointment cannot be avoided, please provide advance notice to your child's teacher and allow for time before your appointment to sign your child out from the front office. When coming into the office to pick up your student please bring your driver's license or state issued identification card for security purposes.

TRANSFERS TO ANOTHER SCHOOL

If it becomes necessary for your child to transfer out of our school during the year, please notify the school as soon as possible so your transfer can be made speedily and efficiently. All permanent records will be sent directly to the new school. Your prompt notification is critical as it allows new students to enter from our waitlist right away.

FOGGY DAY SCHEDULE

The Academies will be open at regular start times every day of the school calendar, but families are advised to exercise extra caution when traveling to school in foggy weather, or may opt to bring students to school late, after the fog has lifted.

Students will not be penalized for being tardy. Please provide a written or phone excuse to the school, indicating foggy weather as the reason for the student's delay.

The following schedules apply for students who ride the Sycamore Valley Academy bus:

Plan A- 1 hour delay.

Plan B- 2 hour delay.

Plan C- Bus routes are canceled.

KSEE 24, ABC 30, KMPH FOX 26 are the news sources (both television and their websites) where foggy day status can be found quickly.

CURRICULUM AND PROGRAMS

This Handbook provides an overview of the curriculum and programs that TACMO implements. Your classroom teacher can tell you more about how the curriculum is used in your specific classroom/grade level.

Our schools utilize the Common Core State Standards, or “CCSS”. The California Department of Education (CDE) has created this helpful website with CCSS resources for families: <https://www.cde.ca.gov/re/cc/ccssresourcesparents.asp>.

The curriculum at TACMO includes English Language Arts (ELA), mathematics, science, history, visual and performing arts (e.g., art, music), health, Spanish language, social-emotional learning, and physical education. Students in 6th-8th grades also participate in an elective offering. Electives may change from year to year based on student interest and staff expertise.

Additionally, grades 1-8 complete three project-based learning experiences per year to facilitate the transfer of student learning to application. Gifted Education strategies are also utilized in classes including the use of universal themes, prompts of depth and complexity, and critical thinking tasks.

In science and history, our multi-age classrooms “loop” content to enable our teachers to cover the required content thoroughly. This loop repeats so that our TK-8 students exit having covered all of the same content that they would be exposed to at another public school. However, the order in which information is presented may differ from other schools.

HOMEWORK AT THE ACADEMIES

Teacher’s Discretion

At the discretion of the teacher, students may be assigned homework with varying duration for such purposes as:

- o To hold students accountable for using time wisely in class
- o To reteach concepts/skills or give parents tools to help their student (to prevent further remediation)
- o To remediate when a student is lacking prerequisite skills to achieve at grade level
- o To activate interest in a learning topic
- o As part of a collaborative learning project
- o To solidify new learning through practice
- o To encourage students who are naturally curious and desire more opportunities to learn

Teachers do not assign an “unreasonable” amount of homework to a student.

Two underlying assumptions about homework at TACMO:

1. Since TACMO is mindful of child development and because research suggests limited *academic* benefit to homework until grades 6-8, it is the assumption of our school leadership that student time spent on homework will generally be lesser at younger ages and greater at older ages.
2. Teacher’s discretionary homework should be assigned in response to individual student needs as indicated by student performance or family request.

GRADING AND REPORTING

TACMO has three grading periods: Fall, Winter, and Spring. One Report Card is issued per trimester.

Fall trimester is August through mid-November. Every student has a Parent-Teacher Conference at the end of this trimester.

Winter Trimester is mid-November through mid-March. Every student also has a Parent-Teacher Conference at the end of this trimester.

Spring Trimester is mid-March through the last day of school. There is no Parent-Teacher Conference at the end of the Spring Trimester. Trimester 3 report cards are mailed home to families.

Parent-Teacher Conferences at TACMO are, at least partially, student-led. Students reflect on their learning and review their portfolio of student work. Time is also set aside to review the report card. Report Cards have a combination of quantitative (1-4) scores, with an explanation key, along with narrative reporting and feedback.

REPORT CARDS

The Scores

On the first page of the report card, there is a key. Scores are not like typical “grades” but rather an indication of student performance on standards-aligned assignments and assessments. Scores range from 1-4, unless the area of study has not yet been assessed.

NYA = Not Yet Assessed	1 = Objective has been introduced and student is practicing this.	2 = Student in continuing to practice the objective to develop proficiency.	3 = Student is demonstrating proficiency in the objective.	4 = Student has shown mastery of the objective.
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Each trimester’s scores reflect a student’s current performance on assignments and tests aligned with end-of-year standards. Therefore, a student who is on grade level will have mostly 1’s and 2’s in Trimester 1 and should achieve 3’s or 4’s in Trimester 3. When a student’s score stays in the 1-2 range over the course of a school year there may be cause for concern and intervention.

PORTFOLIOS

TACMO is committed to assessing multiple measures of a student’s ability. At each Parent Conference, a portfolio of student work will be presented along with the student’s report card. We believe the presentation of a student’s work in the format of the **portfolio** is equally important as the report card itself.

PROMOTION AND RETENTION

Students at TACMO are expected to progress through each grade within the school year. The decision whether to promote or retain a student will be based upon:

- The student’s report card(s)
- Curriculum embedded reading
- English language arts, and mathematics assessments
- Social-emotional considerations

SCHOOL POLICIES

SCHOOL RULES

At The Academies, the focus is on learning; every student has the right to learn. Students who interfere with this right will be subject to the school's social contract procedures. The Superintendent, Principals, or Vice Principal have the authority to talk to all students involved in any incident and to determine the course of action to be taken. The following school rules apply at school, going to and from school, on any school-provided transportation, and at any event where TACMO is represented (regardless of location), and apply to all TACMO students.

1. Students will **COOPERATE** with others.
2. Students will show **ACCOUNTABILITY** by following campus-wide expectations, instructions from staff, and classroom respect agreements.
3. Students will show **RESPECT** towards themselves, others, and school property.
4. Students will show **EMPATHY** towards others.

SCHOOL- WIDE EXPECTATIONS

	Hallway	Cafeteria	Restroom	Playground	Bus	Classroom	Common areas
Cooperation I will be a team player.	Line up peacefully. Follow the school traffic patterns.	Wait in line peacefully.	Use the inside voice. Report problems. Wait your turn when there are 3 students in the bathroom.	Practice good sportsmanship. Take turns	Wait in the designated area.	Actively participate. Actively listen. Be flexible.	Wait patiently.
Accountability I will do what is expected of me, even when no one is watching.	Hands and body to self. Walk quietly and go straight to your destination.	Stay in your seat. Eat your own food. Follow adult directions- the first time.	Report problems. Hands to self.	Follow adult directions- the first time. Keeps hands, feet, and objects to self. Use the bathroom and get water during recess. Walk quickly and quietly to line up.	Stay in your seat. Follow bus rules.	Follow cellphone and technology policies. Follow dress code policy. On time and on task. Walk to and from your destination in a quiet line. Follow school rules.	Enter and exit buildings quietly.
Respect I will value myself, others, and the school environment.	Use appropriate language.	Clean up after yourself. Value personal space.	Clean up after yourself. Value personal space.	Treat equipment appropriately, and put it where it belongs.	Hands and feet to self.	Hands, feet, and objects to self.	Hands, feet, and objects to self. Clean up after yourself. Value personal space.
Empathy I will be mindful of and show care for others.	Be aware of others.	Use an inside voice.	Respect privacy and property.	Help and include others	Use an inside voice.	Be aware of others.	Use an inside voice.

SOCIAL CONTRACT AND HONOR CODE

The purpose of a comprehensive behavior system is to provide a safe and comfortable environment in which students can learn. It is the goal of all adults at TACMO to help children to learn to behave responsibly and to demonstrate respect toward people, property and process. Students at The Academies are expected to abide by our **Honor Code**, which states:

I will do what is right because it is right.

Derived from the Honor Code, the CARE 4 Principles provide greater specificity regarding what TACMO believes are right choices. TACMO requires compliance with all rules and regulations as described in the Family Handbook. All rules and regulations in the Family Handbook fall somewhere within the CARE 4 Principles.

THE CARE 4 PRINCIPLES:



Cooperation - I will be a team player.



Accountability - I will do what is expected of me, even when no one is watching.



Respect - I will value myself, others, and the school environment.



Empathy - I will be mindful of and show care for others.

The Honor Code and CARE 4 encompass all student behavior at school. Students sign the code and CARE 4 commitment annually and receive instruction in their meaning. Students are encouraged to consider the consequences of their actions and school rules before they act to determine whether an action is the “right choice.”

UNIFORM DRESS CODE POLICY

At The Academies, we support a school uniform policy in order to level the playing field for all of our students. Our school uniform policy helps to ensure an academic environment, promote equity and belonging. It is the parent or guardian's responsibility to be sure that the student is wearing the official school uniform. Shirts, dresses, sweaters, sweatshirts, coats, jackets, pants, tights/leggings, shorts, skorts, and skirts must fit appropriately (no sagging) and be free of designs, logos, or embellishments.

The following solid colors are permitted:

- Blue (Blue Oak Academy Only)
- Green (Sycamore Valley Academy Only)
- White
- Brown
- Khaki
- Black
- Gray
- Denim
- No other colors permitted

Shirts must have a collar, whereas dresses may be collarless. Students are not required to wear a collared shirt under a sweatshirt; however, if the sweatshirt is removed, a dress code–approved collared shirt must be worn underneath.

The following necklines are permitted: button-down, polo, Peter Pan, turtleneck. No t-shirts allowed (except on Spirit-wear days), and no other colors of shirt are allowed. No strapless, spaghetti strap, low-cut, or cut off tops are allowed. Bare midriffs are not allowed.

Jeans may not have holes larger than the size of a fist anywhere on them.

Dresses, shorts, and skorts must be no shorter than the length of your fingertips when arms are at your sides. Ties, shoes and headwear may be different colors.

Shoes must be simple and generally free of designs or embellishments. Tennis shoes, boots, dress flats (i.e. Mary Janes), and sandals (with backs) are permitted. Flip-flops, jellies, wheelies, or any type of shoes without a backing is not allowed. Shoes and boots may not have heels higher than 1".

Hats must be in approved dress code colors and are allowed at the discretion of the site.

Jewelry must not pose a danger and must be removed for PE class.

Every Friday

Every Friday, students may wear any school spirit shirt to show their pride in The Academies (SVA or BOA). While wearing a spirit shirt is encouraged, it is not required. Students who choose not to wear one may wear a collared or collarless shirt in an approved dress code color.

PE Day Dress

Students should wear or bring a pair of tennis shoes on their PE day. Please note that students are not permitted to change into athletic clothes at school.

Dress Up Days

On designated dress-up days, students may choose their own clothing; however, all rules regarding skirt and short length, as well as heel height, still apply. Clothing must not display offensive, suggestive, obscene, or vulgar logos, images, or messages. Props are not permitted.

Game Days

Students are allowed to wear their game day uniforms on the day of their scheduled game.

UNIFORM INCIDENT POLICY

1. Verbal Warning

Staff will issue a verbal warning the first time a student is out of uniform. The incident will be documented by staff, but no parent signature is required.

2. Written Warning

Staff will send a written warning the second time a student is out of uniform. Parents must sign the warning and return it within two school days.

3. Parent Call

On the third offense, a parent will be called to bring the appropriate item(s) or take their student home to change.

4. Parent Meeting

Repeated offenses will lead to a meeting with school administration to address and resolve the issue. Parent cooperation is essential, and we are here to support you in finding a solution.

Please note: If any clothing is deemed disruptive to the learning environment, site administration reserves the right to take appropriate action including alternative consequences.

SOCIAL CONTRACT OVERVIEW

Tier 1

All students at TACMO will take part in the schoolwide **prevention** measures that involve cooperation, accountability, respect, and empathy. These efforts include, but are not limited to, school-wide instruction in social and emotional learning skills and crucial habits of a scholar, the school's social contract and CARE 4 commitment, events and presentations to teach expectations as well as recognize achievement, and a culture of appreciation for ongoing learning and excellence. Further, all classes will create respect agreements defining what acceptable behavior will look like in their class, and students and the teacher will sign together.

Tier 2

At the classroom level, TACMO is committed to paying focused **attention** to behaviors that interfere with students' right to learn in a safe and comfortable environment. When the behavior of a student interferes with this right, teachers will follow a process to remind the student of their commitment to the classroom respect agreements, redirect the student to a more appropriate behavior or a refocus form, and repair the harm done through meetings, mediation and application of logical responses (consequences) to the behavior. Students may be referred to the office for administrative support. Parents may be contacted to participate in supporting their student, the student may be referred for participation in a social skills group, and/or the student may be referred to the school-based mental health clinician for services. Student progress will be monitored and reviewed and the student will return to Tier 1 support once behavior has improved.

***NOTE:** *Some behaviors require immediate office referral and/or immediate suspension/expulsion review. These behaviors are listed below. In these cases, parents will always be immediately contacted.*

Tier 3

At the office level, TACMO will provide more intense structured and comprehensive behavior **intervention** which may include, but is not limited to, meeting with an administrator, involving family in meetings and mediations, student re-commitment to honor code and CARE 4 principles, functional behavior analysis, individual behavior contracts, small group social skills, meetings with the school-based mental health clinician, and potentially suspension and/or expulsion review. The complete suspension and expulsion policy available within this handbook. The office may also apply logical responses (consequences) for the behavior and students are subject to progressive, ongoing monitoring of their behavior and further meetings as necessary.

AWARDS AND RECOGNITION

Once a month, TACMO recognizes and celebrates the achievements of one Scholar of the Month and one Innovator (BOA) or Explorer (SVA) Award recipient from each class. Students observed practicing the school's focus for "Habits of a Scholar," will be presented with the Scholar of the Month Award. Awards are presented to students based on academics, citizenship, or other admirable traits decided by TACMO staff. The assembly is generally held on the final Friday of the month. Family and friends of award recipients are invited to attend. During assemblies, we expect students in an audience to demonstrate self-control and respect for the people performing or speaking.

HEALTH AND SAFETY

TOILETING

The Academies are committed to creating a welcoming, inclusive, and developmentally appropriate environment for all Transitional Kindergarten and Kindergarten students, including those who are not yet fully toilet independent. In alignment with guidance from the California Department of Education (CDE), we understand that children develop toileting skills at different rates. We recognize toileting as a learning process and a shared responsibility between school and family.

Students are strongly encouraged to bring a full set of extra clothes including a top, bottoms, undergarments, and socks regardless of their toileting status (accidents happen). Students who are not fully toilet independent will supply any personal items needed related to their toileting needs. The Academies will provide appropriate PPE including gloves, disposable paper, and plastic bags for soiled articles. The Academies has selected staff members who have been trained and are designated to support any toileting needs for our TK or Kindergarten students.

ACCIDENTS AT SCHOOL

Students are required to report all accidents to their teachers immediately. If an accident occurs outside of a classroom, (playground, cafeteria, etc.) it should be reported to the nearest or most available staff member.

EMERGENCY CONTACT CARD

At the start of each school year, each student's parent or guardian must complete an emergency contact card. Emergency cards will be made available to parents in the first day packet. Occasionally, it is imperative that the school reach the parent of a child due to illness, accident, or other emergencies. In these events, students will only be released to adults whose names appear on the emergency card. Be sure to list at least TWO emergency telephone numbers and keep the school informed of any changes in the information on the emergency card.

EMERGENCY PROCEDURES

Providing for students' safety while at school is TACMO's highest priority. TACMO maintains a comprehensive school safety plan, which is approved annually by the TACMO Board, and

Training is the most effective way to help ensure a proper response to emergencies. All staff are trained regarding emergency procedures at the beginning of, and as needed, throughout the school year. Your child will also be trained in necessary emergency procedures, including how to respond, where to assemble, and what to expect in an emergency situation. Training includes regular emergency safety drills. Drills are mandatory and repetitive practice of basic campus emergencies, such as building evacuation (fire drills), earthquake, shelter in place, or lockdown.

In the event of an emergency, students are instructed to obey the direction of their teachers and other school staff. Students will be assembled in a safe location and parents will be notified. Information will be provided to families through ParentSquare, our email system, or direct calls. When picking up students, parents/guardians must sign them out at the office or other designated meeting area.

Parents' cooperation is also asked in an emergency. To ensure the full support and access of emergency services, please adhere to the following guidance:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to school. Streets should be as open as possible for emergency vehicles.
- Ensure the school has current emergency contact information and changes are updated as needed.

Our schools will work closely with law enforcement partners, the Tulare County Office of Education (TCOE), and community partners, as needed. Additionally, TACMO implements ActVnet, a web and mobile safety program developed by TCOE that helps schools and first responders coordinate during emergencies.

The full Comprehensive School Safety Plan is available from your school's front office. For reference, there are also resources for developing a family emergency plan, such as the local chapter of the American Red Cross, www.redcross.org, or www.fema.org.

HEALTH SERVICES

The school health staff (RN, LVN, and/or Health Aide) are available on campus for medical needs and emergencies. If your student becomes ill at school, he/she will report to the health office. In the rare absence or availability of the health staff, our Office Staff have been trained in basic aide.

School personnel will administer basic first aid treatment only. If more than basic first aid is required or if the illness or injury is of such a nature that the student should go home, individuals listed on the Emergency Contact Card will be notified. Students who have a temperature above normal will be sent home. If emergency medical treatment is necessary, the parents or guardians will be contacted. If parents or guardians are not available and emergency contacts cannot be reached, the child will be taken to the emergency room at the hospital. **Remember, an emergency telephone number where parents can be reached, and the name and telephone number of the student's family doctor must be on file at the school.**

The nursing staff is responsible for the maintenance of health records, routine checks, parental contact concerning health problems, care of minor injuries, and assistance in health teaching and vision screening. Please be sure to contact the health office if your child has any unusual health problems. Please call the health office if your child is absent from school due to a communicable disease so precautions may be taken to protect other students. To prevent the spread of infection and to provide the individualized care sick or injured students need, parents need to arrange for immediate pick up of their children when they are ill or have been injured.

PHYSICALS

State law requires that all students must have a physical examination within 18 months prior to entering the first grade. If you have any questions about the immunization and physical examination requirements, please call the school office. **Failure to comply will result in your student being excluded from school.**

MEDICATION AT SCHOOL

State law mandates that all medication is to be dispensed by office personnel ONLY when the proper form is signed by both parent and doctor (including over-the-counter drugs). This completed form is then kept on file in the school office and must be updated each year or in the event of a change in medication. Necessary forms may be obtained in the school office.

INSURANCE

SVA, BOA, TACMO and Tulare County Office of Education do NOT carry a medical insurance policy for students. Individual accident insurance is provided through a group policy on a voluntary, self-paid basis for students whose parents wish to obtain it. If you would like more information about Voluntary Student Accident insurance, please contact the Front Office.

TACMO HEALTH CARE PROCEDURE/PROTOCOL

The full Health Care Procedure/Protocol for SVA and BOA students can be found in the appendix.

Parents/Guardians – Are Your Kids Ready for School?

REQUIRED IMMUNIZATIONS FOR SCHOOL ENTRY



Please bring your child's immunization records with you at the time of registration. You may view and print a digital copy of your child's California vaccine record at: [MyVaccineRecord.CDPH.CA.gov](https://myvaccinerecord.cdph.ca.gov)

Students Entering Transitional Kindergarten or Kindergarten Need:

- ☐ **Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap or Td) — 5 doses**
4 doses OK if one was given on or after 4th birthday;
3 doses OK if one was given on or after 7th birthday.
- ☐ **Polio (IPV or OPV) — 4 doses**
3 doses OK if one was given on or after 4th birthday.
- ☐ **Hepatitis B — 3 doses**
- ☐ **Measles, Mumps, and Rubella (MMR) — 2 doses**
Both doses must be given on or after 1st birthday.
- ☐ **Varicella (Chickenpox) — 2 doses**

New and Transfer Students Entering TK/K-12th Grade Need:

- ☐ **All immunizations listed above**
For 7th-12th graders: at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday.
Hepatitis B vaccine is required for any grade, except for entry into 7th grade.

Students Starting 7th Grade Need:

- ☐ **Tetanus, Diphtheria, Pertussis (Tdap) — 1 dose**
- ☐ **Varicella (Chickenpox) — 2 doses**

What other immunizations should I ask my health care provider about?

When you visit your health care provider for back-to-school immunizations, make sure to also ask about other vaccines that help keep your child healthy, including **hepatitis A, COVID-19, and the annual flu vaccine**. Preteens and teens should also get the **human papillomavirus (HPV) vaccine** to protect against certain cancers and **meningococcal vaccines**.

Learn more about [vaccines your child needs according to their age](https://bit.ly/CDCVaccinesByAge) (bit.ly/CDCVaccinesByAge) and [where you can get your child immunized](https://bit.ly/Where2BVaxed) (bit.ly/Where2BVaxed).

PARENT INVOLVEMENT

PARENT PARTNERING

TACMO has a goal that every enrolled family participates in the life of our school community a minimum of 15 hours each school year. We believe parent engagement in children's education produces benefits for the child and the community. At the same time, we recognize there are many limiting factors that may make this impossible for many families. The suggestion of 15 hours is therefore not a requirement and does not preclude the student's right to attend our school and is not a conditional term for any child's enrollment.

PARENT TEACHER ORGANIZATION (PTO)

TACMO has active and involved parent organizations and we encourage you to join. Members may include parents, teachers, school administrators, and interested persons in the community. Your membership and participation assure that the school's parent organization can continue its primary responsibility: promoting and supporting programs that benefit all children at TACMO. Meetings are held once a month. For additional information, please visit the front office.

VOLUNTEERING ON CAMPUS

TACMO considers its volunteers a very special resource and an important part of the educational process. Volunteers can be useful in many ways such as:

Classroom assistance	Clerical assistance	Tutoring
Library assistance	Serving as room parents	Working with small groups
Making materials at home	Helping with special events	Serving on the PTO Board

All volunteers must complete a Volunteer Packet and Volunteer Training annually. Effective July 1, 2026, California Senate Bill 848 expands mandated reporter training. In response, we are requiring all volunteers to complete this training, alongside a general volunteer training. If you will be volunteering for a position in which you are alone with students, you will also need to be fingerprinted (one-time only). Pre-coded Live scan fingerprinting forms are located in the front office.

Volunteer Trainings, including mandated reporter training, will be offered approximately one time per month at one of our two schools. Parents may attend a training at either site to meet this requirement. For a Volunteer Packet and training schedule, please visit your school's front office.

VISITORS TO CAMPUS

To ensure the safety of your children and our staff, as well as to minimize interruption of the instructional program, The Academies has established the following procedures for visitors to campus:

All visitors must sign in at the front office and receive either a "Visitor" or "Volunteer" sticker, depending on the nature of your visit. At this time, you may be asked to present identification.

Please arrange for conferences with your child's teacher during non-instructional time and at least three days in advance.

If you would like to visit a classroom during instructional time for the purpose of observation, you must first obtain the written approval of the classroom teacher and Principal. No request with less than 24 hours' advance notice shall be granted. Use of electronic recording devices requires further written permission.

All visitors to campus, parents or otherwise, are required to follow this procedure. The Academies reserve the right to deny or revoke registration to visit the campus, and will enlist the assistance of law enforcement to address any unauthorized person on campus. A visitor that is denied entrance may place a written request for a hearing.

This is a summary of The Academies' visitor policy. The complete policy is available in the school office.

TECHNOLOGY ON CAMPUS

STUDENT CELL PHONES AND SMART WATCHES

Students may have cell phone/smart watches on campus at their own risk for use before school and after school. TACMO is not responsible for lost, stolen, or damaged property.

Cell phone/smart watch guidelines are as follows:

- Students may NOT access the school network (internet) from personal devices.
- Cell phone use is prohibited in classrooms, restrooms, playground, cafeteria, school offices and all other areas on campus, unless otherwise stated by a staff member.
- Students will be allowed to use the school telephone to contact parents if deemed necessary by the teacher or office personnel.
- Cell phones should be off (not on vibrate or silent) and should not be seen by school personnel during the school day.
- Smart watches should only be used for accessing the time. Students and their parents must read the cell phone policy and return a signed copy to the office at the beginning of the school year.

Phones may be required to be stored in a teacher-designated area during class time at the discretion of the site.

Signing the policy acknowledges acceptance. Students will not be permitted to have their phones at school until the signed policy is returned.

If students violate the school's cell phone policy, the following may occur:

1st Offense: Warning

2nd Offense: The cell phone will be taken to the office and the student may pick up the cell phone at the end of the day from the office.

3rd Offense: The cell phone will be taken to the office and the parent must pick up the cell phone from the office.

4th Offense: The student will be placed on a cell phone/smart watch violation contract.

Students may be subject to additional disciplinary action if the use of their cell phone disrupts the school's educational environment. Examples of this include, but are not limited to: cheating, bullying, harassment, unlawful recording or photographing, violating other school rules.

School administration reserves the right to evaluate and adjust consequences for each violation as necessary.

TACMO - ISSUED TECHNOLOGY DEVICES

At TACMO, students use technology to develop skills for the 21st Century. TACMO laptops (Google Chromebooks) are used in our classrooms and may be occasionally checked out to individual students for homework. Students are not permitted to take a laptop/Chromebook off campus unless that device is checked out to them. When arriving at school, students who are carrying school-issued Chromebooks are required to immediately check them in with their classroom teacher or the office. Under no circumstances should laptops be left in unsupervised areas. Unsupervised areas include, but are not limited to, backpacks left outside, playgrounds, the cafeteria, and school grounds. Unsupervised Chromebooks are in danger of being stolen or damaged, and if a student loses or negligently damages school property, the family is responsible for replacement costs.

STUDENT INTERNET USE POLICY

Students receive and discuss TACMO Student Internet Use Policy at the start of the school year. They sign an acknowledgment to demonstrate that they will abide by school rules for technology use. Access to the Internet via TACMO equipment and resource networks is intended to serve and pursue educational goals and purposes. Students' use of the Internet is therefore limited to only those activities that further or enhance the delivery of

education. Violation of this policy can result in a loss of all Internet privileges at school. TACMO will contact the proper legal authorities if TACMO concludes or suspects that a student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

In addition to the policy outlined above, students agree that they will:

- be polite and respectful to others in all communications;
- never reveal personal information about others;
- refrain from using profanity or obscene language, racially disparaging remarks; and other forms of bullying or harassment;
- never make personal attacks;
- will not make threats to do harm or other criminal activity;
- never place illegal information on the internet, nor will they use the internet in any way that violates local, state, or federal laws.

The complete "Student Internet Use Policy" is available in the school office.

OTHER POLICIES AND INFORMATION

ANIMALS ON CAMPUS

Animals and pets are generally not permitted on school grounds. A teacher may bring an animal to school or arrange for students to bring an animal to school for instructional purposes upon permission from the Principal and subject to reasonable health, safety, and sanitation precautions. In addition, individuals with disabilities may be accompanied by specially trained service animals on school premises. All other animals and pets should remain off campus to avoid safety or health concerns to students and staff, including at regular school drop-off and pick-up times.

BICYCLES AND OTHER WHEELED TRANSPORTATION

Students are not encouraged to travel to and from school by bicycle or other wheeled vehicles, as the streets near our school do not have sidewalks or bike lanes and there is heavy traffic. Bikes, skateboards, roller skates, and rollerblades, are not permitted at either school site.

STUDENT BIRTHDAYS

TACMO staff enjoy recognizing students' birthdays and are happy to accommodate brief celebrations, as requested. We encourage simple, meaningful ways to recognize the day. Please check with your child's teacher for specific guidelines on how birthdays are celebrated in each classroom.

If your family prefers that we do not call special attention to your child's birthday, please let your child's teacher know. It is our desire to honor your family's preference.

If your child would like to pass out party invitations at school, they may do so only if the entire class is invited. Otherwise, we ask that invitations be shared outside of school.

CHANGE OF ADDRESS OR TELEPHONE NUMBER

It is very important, for emergency and administrative reasons, that every family maintains an up-to-date address and telephone record at the school office. Notify the school immediately if you have a change of address or telephone number during the school year.

LIBRARY BOOKS

Any student who borrows a book from the Classroom Library or School Library assumes the entire responsibility of returning the book to the library. If a book is lost or damaged, it is the Parent/Guardian's responsibility to replace the book with a book of the same value or the cash value.

FIELD TRIPS

The TACMO Board of Directors recognizes that field trips and excursions are important components of a student's development. Such activities supplement and enrich classroom learning, encourage new interests among students, raise awareness of community resources and help students relate their educational experience to the outside world. TACMO teachers have identified field trip ideas that will complement the learning in the classroom, including but not limited to SCICON for fifth grade (day trip) and sixth grade (week-long trip). Other ideas are pending.

All field trips and excursions that take place during school hours receive prior written approval by the Principal, who ensures that the sponsoring teacher has set out in writing the educational objective of the activity, how the proposed field trip or excursion relates to the educational program, the ratio of adult/students for the activity, and plans showing the best use of the students' learning time. Such plans must also provide for adequate restroom facilities, that proper food and water will be available during the activity, and the means of transportation to and from the activity.

Students may help defray field trip and excursion costs through donations. A student may not be denied the privilege of participating in a field trip or excursion due to lack of funds. Other approved funding may also offset expenses of field trips and excursions.

The sponsoring teacher must provide alternative educational activities for those students not participating in the field trip or excursion due to choosing not to attend or whose parents/guardians do not give permission for the student to participate. A student may be excluded from field trips or other school activities if he/she has been suspended from school, referred excessively to the office for behavioral reasons during the school year, or demonstrated behavioral issues in the preceding days or day of the field trip.

LOST AND FOUND

The school cannot assume responsibility for student losses. However, if such a loss is reported immediately, every effort will be made to help your family recover the lost item.

All lost and found items will be brought to the office and kept for three weeks. Each Friday, lost items will be placed outside, near the administrative offices. It is the responsibility of the student and/or parent to check for lost items. Unclaimed items will be given to a charitable organization after three weeks.

MEALS/CAFETERIA INFORMATION

TACMO contracts with Visalia Unified School District Nutritional Services Department to provide breakfast and lunch for students every school day. Since VUSD is participating in the Seamless Summer Option for breakfast and lunch, our students are all eligible to receive free meals for the year. A monthly menu is available on our websites and from the school offices.

FAST FOOD & FOOD FROM HOME

We ask that you do not bring fast food lunches for your student. We request that you only bring such a lunch to your student when it is truly a special occasion (for example, their birthday). In such cases, do not bring fast food for your child to share with friends (for example, a whole pizza). Students are not allowed to share food because of health concerns and/or religious/personal beliefs. **Food delivery services such as GrubHub and Doordash will not be accepted by the office staff. Students are not allowed to bring or consume energy drinks on campus.** The potential dangers of energy drinks include dehydration, heart complications, anxiety, and insomnia. (<https://www.cdc.gov/school-nutrition/energy-drinks/>) **Only water consumption is permitted in the classroom.**

PERSONAL BELONGINGS

Please do not allow your child to bring items to school that are not part of the education program, unless specifically asked for by the teacher. Parents are urged to print names on coats, sweaters, gloves, lunch pails, etc. and to check the Lost & Found frequently.

PICTURES

Individual and classroom pictures will be taken annually in the fall. Picture packet purchase will be made available at that time. Students are required to follow the TACMO Dress Code on Picture Day just like every other day.

PUPIL RECORDS

The cumulative record folder is the educational record as required by State Law that is kept for each pupil throughout his/her school career. Parents may have access to information in their pupil's folder by contacting the Principal for an appointment to view such records.

FREE/REDUCED MEALS

We will not be processing federal meal program applications this year, but we still need to know if your family would qualify since this affects our school's eligibility for certain types of funding. Please be sure to complete the [insert name of the Income Eligibility form we talked about] included in the packet of paperwork your child will bring home on the first day of school.

Reduced-price Eligibility Scale Meals and Snacks

Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$ 29,526	\$ 2,461	\$ 1,231	\$ 1,136	\$ 568
2	\$ 40,034	\$ 3,337	\$ 1,669	\$ 1,540	\$ 770
3	\$ 50,542	\$ 4,212	\$ 2,106	\$ 1,944	\$ 972
4	\$ 61,050	\$ 5,088	\$ 2,544	\$ 2,349	\$ 1,175
5	\$ 71,558	\$ 5,964	\$ 2,982	\$ 2,753	\$ 1,377
6	\$ 82,066	\$ 6,839	\$ 3,420	\$ 3,157	\$ 1,579
7	\$ 92,574	\$ 7,715	\$ 3,858	\$ 3,561	\$ 1,781
8	\$ 103,082	\$ 8,591	\$ 4,296	\$ 3,965	\$ 1,983
For each additional family member, add:	\$ 10,508	\$ 876	\$ 438	\$ 405	\$ 203

Free Eligibility Scale Meals, Snacks, and Milk

Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$ 20,748	\$ 1,729	\$ 865	\$ 798	\$ 399
2	\$ 28,132	\$ 2,345	\$ 1,173	\$ 1,082	\$ 541
3	\$ 35,516	\$ 2,960	\$ 1,480	\$ 1,366	\$ 683
4	\$ 42,900	\$ 3,575	\$ 1,788	\$ 1,650	\$ 825
5	\$ 50,284	\$ 4,191	\$ 2,096	\$ 1,934	\$ 967
6	\$ 57,668	\$ 4,806	\$ 2,403	\$ 2,218	\$ 1,109
7	\$ 65,052	\$ 5,421	\$ 2,711	\$ 2,502	\$ 1,251
8	\$ 72,436	\$ 6,037	\$ 3,019	\$ 2,786	\$ 1,393
For each additional family member, add:	\$ 7,384	\$ 616	\$ 308	\$ 284	\$ 142

APPENDIX

APPENDIX A - FERPA AND DIRECTORY INFORMATION

Parents and eligible students (aged 16 or completed 10th grade) have the following rights under the ***Family Educational Rights and Privacy Act of 2001*** (20 U.S.C. § 1232g), known as **FERPA**.

The right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and
4. File with the Department of Education a complaint concerning alleged failures by SVA to comply with the requirements of FERPA and its promulgated regulations.
5. Request that SVA not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

TACMO will disclose education records, without consent, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for TACMO in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals who have obtained lawful court orders or subpoenas;
9. Persons who need to know in cases of health and safety emergencies.
10. State and local authorities, within a juvenile justice system, pursuant to specific State law.
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by TACMO with respect to that alleged crime or offense. TACMO may disclose the final results of the disciplinary proceeding, regardless of whether TACMO concluded a violation was committed.

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal, or Superintendent. Within ten (10) days, TACMO shall comply with the request. An appointment to inspect and review educational records will be scheduled.

Request for Amendment to Education Records

If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, misleading or in violation of the student's right of privacy, he or she may request, in writing, that TACMO amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student's right of privacy. [Note: This time frame is not statutorily prescribed, but is necessary to ensure timely resolution of issues contained in student records.] TACMO will respond within ten (10) days of the receipt of the request to amend. TACMO's response will be in writing and if the request for amendment is denied, TACMO will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record. For more information, see SVA policy SP12-001, "Educational Records and Student Information." This is available upon request and is accessible in the TACMO office as well.

FERPA also requires that TACMO, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, TACMO may disclose appropriately designated "directory information" without written consent, unless you have advised TACMO to the contrary in accordance with TACMO procedures.

The primary purpose of directory information is to allow TACMO to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

If you do not want TACMO to disclose directory information from your child's education records without your prior written consent, you must notify TACMO in writing by the 1st of September. TACMO has designated the following information as directory information:

- | | |
|---------------------|--|
| • Student's name | • Major field of study |
| • Address | • Participation in officially recognized activities and sports |
| • Telephone listing | • Dates of attendance |
| • Photograph | • Degrees, honors, and awards received |
| • Date of birth | • The most recent educational agency or institution attended |

APPENDIX B - UNIFORM COMPLAINT PROCEDURES NOTIFICATION

TACMO has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

TACMO shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination complaints may be based on 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 a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Adult Education, Consolidated Categorical Aid Programs, Migrant Education, Career Technical And Technical Education And Training Programs, Child Care And Developmental Programs, Child Nutrition Programs, Special Education Programs, and Safety Planning Requirements, whichever are applicable.

Complaints must be filed in writing with the following compliance officer:

Name and/or Title of Compliance Officer: Karin Aure, Ed.D., Superintendent

Address: P.O. Box 1189, Visalia, CA 93279

Telephone Number: 559-429-4351

Complaints alleging discrimination must be filed within six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The SVA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

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

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

A copy of TACMO's UCP policy and complaint procedures shall be available free of charge.

APPENDIX C - TITLE IX POLICY

The following is TACMO Board Policy 24-003.

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of The Academies Charter Management Organization (“TACMO”) to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

TACMO does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹ TACMO will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in TACMO’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom TACMO does business.

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

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by TACMO. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

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

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by TACMO to provide an aid, benefit, or service under TACMO’s education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from TACMO’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- o The degree to which the conduct affected the complainant's ability to access TACMO's education program or activity;
 - o The type, frequency, and duration of the conduct;
 - o The parties' ages, roles within TACMO's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - o The location of the conduct and the context in which the conduct occurred; and
 - o Other sex-based harassment in TACMO's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
 - o Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - o Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - o Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - o Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - o Shares a child in common with the victim; or
 - o Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - o Fear for the person's safety or the safety of others; or
 - o Suffer substantial emotional distress.

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

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

- Physical assaults of a sexual or sex-based nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.

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

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

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in TACMO's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) TACMO's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in TACMO's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to TACMO that objectively can be understood as a request or TACMO to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of TACMO whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom TACMO has

designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated TACMO's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to TACMO's education program or activity, including measures that are designed to protect the safety of the parties or TACMO's educational environment; or (2) provide support during TACMO's grievance procedures or during an informal resolution process.

Title IX Coordinator

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

Karin Aure, Ed.D.
Superintendent
PO Box 1189, Visalia, CA 93279
kaure@theacademiescharters.org
(559) 429-4351

The Coordinator is responsible for coordinating TACMO's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure TACMO's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

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

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

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

Privacy

TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes TACMO from requiring an employee or other person authorized by TACMO to provide aid, benefit, or service under TACMO's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at TACMO, if any, can be found on the TACMO website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether TACMO could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents TACMO from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within TACMO's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or TACMO's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact Donya Ball by phone at 559-429-4351, or by email at dball@theacademiescharters.org, or by mail at P.O. Box 1189, Visalia, CA 93279, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of TACMO's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under TACMO's Title IX grievance procedures, TACMO may offer an informal resolution process to the parties. TACMO does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by TACMO for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. TACMO will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

TACMO has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in TACMO's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

TACMO requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

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

TACMO may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

TACMO allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

TACMO will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

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

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, TACMO will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

TACMO may dismiss a complaint if:

- TACMO is unable to identify the respondent after taking reasonable steps to do so;

- The respondent is not participating in TACMO's education program or activity and is not employed by TACMO;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and TACMO determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- TACMO determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, TACMO will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable TACMO policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- TACMO's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct

alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to TACMO;

- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if TACMO provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

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

TACMO may remove a respondent from TACMO's education program or activity on an emergency basis, in accordance with TACMO's policies, provided that TACMO undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. TACMO has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by TACMO to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless TACMO obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to

the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

TACMO will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

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

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find TACMO's determination unsatisfactory, the party may, within five (5) business days of notice of TACMO's determination, submit a written appeal to the Chair of the TACMO Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

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

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by TACMO including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within TACMO's education program or activity.

No party, witness, or other person participating in TACMO's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on TACMO's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

TACMO will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the TACMO employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to TACMO's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of TACMO's obligations under:
 - o 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - o 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide TACMO's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any TACMO leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing TACMO's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

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

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions TACMO took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. TACMO will make these training materials available upon request for inspection by members of the public.

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

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I hereby authorize TACMO to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by TACMO:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Appendix D - SUSPENSION AND EXPULSION POLICY

The following is TACMO Board Policy 12-002.

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at charter schools within The Academies Charter Management Organization ("TACMO"). In creating this policy, the Charter Management Organization has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses for which a student may be suspended or expelled and procedures governing those suspensions and expulsions to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter Management Organization is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as TACMO's policy and procedures for student suspension, expulsion and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charters so long as the amendments comport with legal requirements. TACMO and its charter school staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

TACMO administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. This Policy and its Procedures will be printed and distributed annually as part of the Family Handbook and will clearly describe discipline expectations. The notice shall also state that these Policy and Administrative Procedures are available on request at the Superintendent's office, or may be available for download from TACMO's website.

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

School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

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

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

knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any charter school of TACMO or at any other school or a TACMO-sponsored event at any time including but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus;
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- 1. Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2. Willfully used force or violence upon the person of another, except self-defense.
- 3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5. Committed or attempted to commit robbery or extortion.
- 6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the lawful use of a student's own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
19. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected

effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

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

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student

or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

- 22. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).
- 23. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- 1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee’s concurrence.
- 2. Brandished a knife at another person.
- 3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- 4. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

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

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

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

- a) Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
- b) The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- c) At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
- d) No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended,

such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

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

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

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial TACMO Board of Directors following a hearing before it or by the TACMO Board of Directors upon the recommendation of an neutral and impartial Administrative Panel to be assigned by the TACMO Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the TACMO Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

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

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

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

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

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

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

7. If one or both of the support persons is also a witness, TACMO must present evidence that the witness' presence is both desired by the witness and will be helpful to TACMO. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the TACMO Board of Directors, Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual

battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Expulsion Decision

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

The Decision of the TACMO Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein

I. Written Notice to Expel

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

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

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

1. The student's name
 2. The specific expellable offense committed by the student
- J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Students/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from TACMO shall be given a rehabilitation plan upon expulsion as developed by the TACMO Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to TACMO for readmission.

N. Readmission or Admission of Previously Expelled Student

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

O. Notice to Teachers

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

P. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires

notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Q. Special Procedures for the Consideration of Suspension, Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that TACMO 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 TACMO agree to a change of placement as part of the modification of the behavioral intervention plan.

If TACMO, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question

was not a direct result of the failure to implement the IEP/504 Plan, then TACMO may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

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

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

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

5. Special Circumstances

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

If TACMO knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If TACMO had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. TACMO shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by TACMO pending the results of the evaluation.

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

APPENDIX E – Other Important Policies (Summaries)

BP 12-020 INDEPENDENT STUDY

Independent study may be available to meet the short- or long-term educational needs of enrolled students and is offered at the discretion of the Superintendent or designee. Requests are reviewed on an individual basis, taking into consideration factors such as the student's academic progress, grade level, timing of the request, purpose of the absence, previous participation in independent study, and input from school staff, as appropriate. Independent study is voluntary and is designed to provide standards-aligned instruction equivalent to classroom learning. Students participating in independent study are expected to complete assigned work on time, maintain regular communication with their supervising teacher, and make satisfactory academic progress. A written independent study agreement signed by the parent/guardian, student (when applicable), and school staff is required before participation. Families may request a return to in-person instruction at any time, and students will be transitioned back to the classroom within five instructional days.

BP 13-001 HARASSMENT, INTIMIDATION, DISCRIMINATION AND BULLYING

The Academies Charter Management Organization is committed to providing a safe, inclusive, and respectful learning environment for all students. Discrimination, harassment, intimidation, bullying, and cyberbullying of any kind are prohibited and will not be tolerated. This includes conduct based on a student's actual or perceived protected characteristics, as well as behavior that occurs on campus, at school-sponsored activities, through school technology, or by electronic means when it impacts the school environment. Students and families are encouraged to report any concerns to a teacher, principal, or school administrator so they can be investigated promptly and addressed appropriately. Retaliation against anyone who reports or participates in an investigation is strictly prohibited.

BP 21-001 PARENT AND FAMILY ENGAGEMENT POLICY

The Academies Charter Management Organization believes that parents and families are essential partners in student success. We encourage families to actively participate in their child's education through regular communication with teachers, parent-teacher conferences, school events, parent forums, volunteer opportunities, and school committees. Families are invited to provide feedback through surveys and meetings to help guide school improvement efforts. As a Title I school, we also provide opportunities for families to learn about academic programs, assessments, and ways to support learning at home. Our goal is to build strong partnerships between home and school that promote student achievement and a positive school community.

BP 21-001 PARENT AND FAMILY ENGAGEMENT POLICY

Students may bring cell phones, smartphones, pagers, and other personal electronic devices to school, but they must remain turned off and out of sight during the school day, including class time, assemblies, breaks, lunch, and other school activities, as well as during field trips and school-sponsored events, unless use is specifically permitted by a teacher or administrator, needed in an emergency, required for a student's health, or included in an IEP. Personal devices may not access the school network. Violations may result in a warning, student pickup of the device at the end of the day, or parent/guardian pickup for repeated violations. Students are responsible for the care of their devices, and the school is not responsible for theft, loss, or damage.

To see the complete versions and full list of Board Policies and Student Policies, navigate to our website: www.theacademiescharters.org/compliance