

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION



FAMILY HANDBOOK 2021-2022



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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 The Academies is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. The Academies is a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

Our vision is a community that offers high-quality educational opportunities to families and children, including its gifted and talented students, and a school that provides an alternative, innovative program that enriches and challenges all students.

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 in 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 our Principals, Superintendent or Board Chairperson.

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,

Donya Ball, Ed.D.
Superintendent
The Academies Charter
Management Organization

Allan Benton
Principal
Sycamore Valley Academy

Dana Stinson
Principal
Blue Oak Academy

Harold Rollin, Esq.
Board Chair and SVA Parent
The Academies Charter
Management Organization

About The Academies Charter Management Organization (TACMO)

Sycamore Valley Academy (SVA) was founded by a team of community leaders led by Ruth Dutton. Ruth Dutton decided to hire a successor to take on The Academies and its schools at the end of 2018-19. Donya Wheeler is the Superintendent of The Academies Charter Management Organization, the nonprofit organization that operates Sycamore Valley Academy and Blue Oak Academy. First work to start the school began in August of 2010, and Sycamore Valley's charter was first authorized by Visalia Unified School District on October 11, 2011. It was later renewed by the Tulare County Office of Education on December 9, 2016, when the SVA team decided it would serve our mission/vision and our community to grow this educational option and open a second K-8 school, Blue Oak Academy. At this time, the nonprofit was renamed "The Academies Charter Management Organization," or "TACMO," and a home office was established to support the two charter schools in our network.

There are many ways Sycamore Valley Academy differs from other educational models and systems. Here are some of its most identifiable distinctions:

- **Multi-age Grouping**
 - Students are grouped in Transitional Kindergarten, Kindergarten, 1/2 multi-age, 3/4 multi-age, 5/6 multi-age, 7/8 multi-age.
- **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.
- **Mastery Orientation**
 - Our atmosphere is geared toward the goal of constant learning for all. For students, we have removed impediments to learning such as teaching grade level only objectives, so that students are able to learn and grow at their own rate. Because we believe learning is about continuous progress on a life-long continuum, we expect that our staff is also committed to continuous professional growth and improvement. Our staff sets annual professional goals, and we have an observation and evaluation process at our school that is iterative and supportive so that our professionals can continually improve their practice and enjoy the joy of growing in their jobs.
- **Thematic Learning (aka "Universal Concepts")**
 - 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 PBLcore models for PBL to design high quality, interdisciplinary projects for students.

- **Enrichment**
 - SVA devotes significant instructional time to subject areas that other schools consider “extras” or do not provide at all. These include Art, Art Appreciation, Music Appreciation, Spanish language, History, Physical Education, Geography, Journalism, Drama, Band, Social Activism, Team Sports, and other elective offerings. In addition, we place a priority on enriching instruction in the core academics – using authentic literature for English/Language Arts, for example, and providing a specialist teacher to facilitate hands-on Science instruction in all classes.
- **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 via projects, performances, collaborative work, teacher observation, Socratic seminars, art, and drama, in addition to paper and pencil outputs. Student portfolios provide evidence of learning, and these include a collection of work samples from the content areas over the course of an academic year. SVA & BOA use NWEA Measures of Academic Progress (“MAP”), and well as Lucy Calkins reading Assessments (SVA) and Fountas & Pinnell Guided Reading Level assessments (BOA) as internal benchmarking assessments on a trimester basis. However, this institution believes multiple and varied sources of data help us have the clearest picture of student learning.
- **Parent Partnering**
 - SVA and BOA values the wisdom and insight of parents and invites parents to participate in the life of the school. We suggest that each family spend thirty (30) hours per school year engaged in school activities and has a high rate of parental involvement and support.

All of the above features are anchored in The Academies Charter Management Organization’s core belief that school programs should be designed with the goal to produce well-adjusted adults, not aligned behind particular tests or exams. 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

Elevating Academics in an Enriching Environment

MISSION

The MISSION of The Academies Charter Management Organization is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. The Academies Charter Management Organization is a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

La misión de la escuela The Academies Charter Management Organization es la de proveer una educación valiosa y significativa en un ambiente enriquecedor donde los estudiantes son desafiados constantemente y su curiosidad natural, creatividad y talentos pueden desarrollarse. The Academies Charter Management Organization es una comunidad colaborativa de educadores y familias trabajando juntos para ayudar a nuestros estudiantes a transformarse en ciudadanos inteligentes, virtuosos y valientes, equipados con amor por el aprendizaje, amor por la vida y deseosos de contribuir a un mundo mejor.

VISION

TACMO models transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We 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.

TACMO modela un cambio transformador en la educación mediante la elevación de las expectativas de aprendizaje y crecimiento. Con firmeza de carácter, tenacidad y empatía, mejoramos el mundo que nos rodea, aceptando desafíos como solucionadores de problemas. Creamos una comunidad inclusiva con acceso a experiencias educativas rigurosas y enriquecedoras que desafían y apoyan a los individuos para alcanzar la excelencia individual y hacer realidad nuevas oportunidades.

Last Name	First Name	Title/Position	Email
CHARTER MANAGEMENT ORGANIZATION ADMINISTRATIVE AND SUPPORT STAFF			
Ball	Donya	Superintendent	dball@theacademiescharters.org
Van Groningen	Claudia	Operations Director	claudiav@theacademiescharters.org
Dolin	Shauna	HR & Admin Manager	sdolin@theacademiescharters.org
Barros	Brittany	Administrative Assistant	bbarros@theacademiescharters.org
Revels	Elyse	After School Program Coordinator	erevels@theacademiescharters.org
Tanner	Judah	School Psychologist	jtanner@theacademiescharters.org
SYCAMORE VALLEY ACADEMY ADMINISTRATIVE AND SUPPORT STAFF			
Benton	Allan	Principal	abenton@sycamorevalleyacademy.org
Rasner	Jonna	Vice Principal	jasner@sycamorevalleyacademy.org
George	Joy	Office Assistant	jgeorge@sycamorevalleyacademy.org
Graham	Jennifer	Licensed Vocational Nurse	jennifergraham@sycamorevalleyacademy.org
Calderon	Steve	Custodian	scalderon@sycamorevalleyacademy.org
SYCAMORE VALLEY ACADEMY CORE ACADEMIC TEACHING STAFF			
Poggione	Lori	Transitional Kindergarten Teacher	lpoggione@sycamorevalleyacademy.org
Denham	Jennifer	Kindergarten Teacher	jdenham@sycamorevalleyacademy.org
Rook	Monica	Kindergarten Teacher	monicarook@sycamorevalleyacademy.org
Flynn	Christina	1 st / 2 nd Grade Teacher	cflynn@sycamorevalleyacademy.org
Kappes	Susan	1 st / 2 nd Grade Teacher	skappes@sycamorevalleyacademy.org
Price	Kristen	1 st / 2 nd Grade Teacher	kprice@sycamorevalleyacademy.org
de Lemos	Kelly	3 rd / 4 th Grade Teacher	kellydelemos@sycamorevalleyacademy.org
Harris	Amanda	3 rd / 4 th Grade Teacher	aharris@sycamorevalleyacademy.org
Wright	Theresa	3 rd / 4 th Grade Teacher	twright@sycamorevalleyacademy.org
Brenner	Amara	5 th / 6 th Grade Teacher	abrenner@sycamorevalleyacademy.org
Chan	Erika	5 th / 6 th Grade Teacher	echan@sycamorevalleyacademy.org
Peña	Antoinette	5 th / 6 th Grade Teacher	apena@sycamorevalleyacademy.org
Bigler	Dan	Middle School ELA + Hist. Teacher	dbigler@sycamorevalleyacademy.org
Lewis	Katrina	Middle School Sci. + Art Teacher	klewis@sycamorevalleyacademy.org
Sommer	Andrew	Middle School Math Teacher	asommer@sycamorevalleyacademy.org
SYCAMORE VALLEY ACADEMY ENRICHMENT TEACHING STAFF			
Bennett	Jessica	Art: TK-6 th grade	jbennett@sycamorevalleyacademy.org
Bivona	Susan	Intervention: Reading	sbivona@sycamorevalleyacademy.org
Gates-Wai	Leila	Spanish: K-6 th grade	lgateswai@sycamorevalleyacademy.org
Halsted	Chelsea	Education Specialist	chalsted@theacademiescharters.org
Henderson	Michelle	Intervention: Core	mhenderson@sycamorevalleyacademy.org
Lopez	Maria	Spanish: 7 th / 8 th grade	mlopez@sycamorevalleyacademy.org
McMahon	Shannon	Music: TK-8 th grade	smcmahon@theacademiescharters.org
Padilla	Lino	Physical Education: TK-8 th grade	lpadilla@sycamorevalleyacademy.org
Padilla	Sandra	Instructional Coach/Intervention	spadilla@sycamorevalleyacademy.org
Yoshida	Chase	Education Specialist	cyoshida@theacademiescharters.org
SYCAMORE VALLEY ACADEMY AIDE STAFF			
Alcantar	Andrew	Instructional Aide	aalcantar@sycamorevalleyacademy.org
Alfarah	Nahma	Special Education Aide	nalfarah@sycamorevalleyacademy.org
Blackmon	Whitney	Instructional Aide	whitneyblackmon@sycamorevalleyacademy.org
Burton	Tiffany	Instructional Aide	tburton@sycamorevalleyacademy.org
Clark	Chloe	Instructional Aide	cclark@sycamorevalleyacademy.org
Flynn	Melodi	Special Education Aide	mflynn@sycamorevalleyacademy.org



SYCAMORE VALLEY ACADEMY STAFF LIST 2021-22

July 2021

Larco	Sophia	Instructional Aide	slarco@sycamorevalleyacademy.org
Lima	Fernanda	Instructional Aide	flima@sycamorevalleyacademy.org
Lockman	Lyndsey	Instructional Aide	llockman@sycamorevalleyacademy.org
Paez	Hanako	Instructional Aide	hpaez@sycamorevalleyacademy.org
Rodriguez	Jessica	Instructional Aide	jessicarodriguez@sycamorevalleyacademy.org

COMMUNICATING WITH TACMO STAFF

TACMO classroom teachers and other staff are open and eager to hear thoughts, questions, comments, and concerns. When you have these things to share with our staff, we want to be able to give that comment or concern our full attention.

In order to do this effectively and safely, please review and follow these guidelines for when and how to have these communications with staff.

First, please go to our website and sign up for the News & Notes email list. On any page of either school's website, click the "Join The Mailing List" button at the bottom of the page. Filling the linked form will set you up to receive regular News & Notes emails from our office. These communications include information on upcoming events, vacation days, fundraisers, class field trips, bus and meal service related issues, school or student recognition and stories from our school community.

Teachers and other staff also use the Bloomz app which allows them to quickly send important information and reminders to families. Within the first days of school, teachers will give out information about connecting to this service. Please make sure that we have up-to-date cell phone information. In addition, please follow the following guidelines for communicating with staff:

- Try to use **EMAIL** first! 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.
- If you are unable to sort out the concern via email or need to speak directly to the teacher, please use email or give a phone call to **set an appointment** to meet with the teacher. The teacher will always be more able to give you his/her attention in a scheduled appointment.
- If you do see the teacher or staff in the hall and are desperate to meet, please ask that teacher first, "Do you have time to see me now? If not, when could I come back and speak with you?" This allows for the teacher to talk with you if he/she is available, or to let you know when it would be more appropriate.
- Please remember that teachers need to keep their focus on students' learning and social development the whole school day, including during morning line up and as they cover their duties supervising students after the final bell. Their breaks from the classroom during the day are short and must be covered by another adult during school hours.

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 other topics constituting complaints, please see the "Complaint Procedures" section of this Handbook.

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION



ACADEMIC CALENDAR

2021-2022

AUGUST 2021 (15)

MON	TUES	WED	THU	FRI
2	3	4 X	5 X	6 X
9 T	10 T	11 E	12	13
16	17	18 E	19	20
23	24	25 E	26	27
30	31			

SEPTEMBER 2021 (19)

MON	TUES	WED	THU	FRI
		1 E	2	3
6 H	7	8 E	9	10
13	14	15 E	16	17
20	21	22 E	23 C	24 C
27	28	29 E	30	

OCTOBER 2021 (19)

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

NOVEMBER 2021 (16)

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

DECEMBER 2021 (13)

MON	TUES	WED	THU	FRI
		1 E	2	3
6	7	8 E	9	10
13	14	15 E	16	17 ■
20 L	21 L	22 L	23 L	24 H
27 L	28 L	29 L	30 L	31 H

JANUARY 2022 (15)

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

FEBRUARY 2022 (19)

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

MARCH 2022 (20)

MON	TUES	WED	THU	FRI
	1	2 E	3	4*
7	8	9 E	10 C	11 C
14	15	16 E	17	18
21 X	22	23 E	24	25
28	29	30 E	31	

APRIL 2022 (15)

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

MAY 2022 (21)

MON	TUES	WED	THU	FRI
2	3	4 E	5	6
9	10	11 E	12	13
16	17	18 E	19	20
23	24	25 E	26	27
30 H	31			

JUNE 2022 (3)

MON	TUES	WED	THU	FRI
		1 E	2	3* ■

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 5:45 PM

Students must be in line and ready to learn at 8:10 AM

GRADES TK + K	
7:35	Playground Opens
8:10	Instruction Begins 1 Hour 30 Minutes
9:40	Recess Begins
	Recess Ends, Instruction Begins 1 Hour 20 Minutes
11:20	Lunch Eating Begins (cafeteria)
11:40	Lunch Recess Begins (to yard)
	Lunch Ends, Instruction Begins 1 Hour 30 Minutes
1:30	Dismissal

GRADES 1 + 2	
7:35	Playground Opens
8:10	Instruction Begins 1 Hour 30 Minutes
9:40	Recess Begins
	Recess Ends, Instruction Begins 1 Hour 40 Minutes
11:40	Lunch Eating Begins (cafeteria)
12:00	Lunch Recess Begins (to yard)
	Lunch Ends, Instruction Begins 1 Hour 30 Minutes
1:50	Recess Begins
	Recess Ends, Instruction Begins 1 Hour 20 Minutes
3:30	Dismissal

GRADES 3 + 4	
7:35	Playground Opens
8:10	Instruction Begins 1 Hour 50 Minutes
10:00	Recess Begins
	Recess Ends, Instruction Begins 1 Hour 40 Minutes
12:00	Lunch Eating Begins (cafeteria)
12:20	Lunch Recess Begins (to yard)
	Lunch Ends, Instruction Begins 1 Hour 30 Minutes
2:10	Recess Begins
	Recess Ends, Instruction Begins 1 Hour 0 Minutes
3:30	Dismissal

GRADES 5 + 6	
7:35	Playground Opens
8:10	Instruction Begins 1 Hour 50 Minutes
10:00	Recess Begins
	Recess Ends, Instruction Begins 2 Hours 0 Minutes
12:20	Lunch Eating Begins (cafeteria)
12:40	Lunch Recess Begins (to yard)
	Lunch Ends, Instruction Begins 1 Hour 30 Minutes
2:30	Recess Begins
	Recess Ends, Instruction Begins 0 Hour 50 Minutes
3:30	Dismissal

GRADES 7 + 8	
7:35	Playground Opens
8:10	Instruction Begins 1 Hour 30 Minutes
9:40	Passing Period
9:50	Instruction Begins 1 Hour 20 Minutes
11:10	Passing Period
11:20	Instruction Begins 1 Hour 20 Minutes
12:40	Lunch Eating Begins (cafeteria)
1:00	Lunch Recess Begins (to yard)
	Lunch Ends, Instruction Begins 1 Hour 20 Minutes
2:40	Passing Period
2:45	Instruction Begins 0 Hour 45 Minutes
3:30	Dismissal



DAILY SCHEDULE • EARLY RELEASE DAY

2021-2022

Optional After-School Programs run until 5:45 PM

Students must be in line and ready to learn at 8:10 AM

GRADES TK + K	
7:35	Playground Opens
8:10	Instruction Begins 1 Hour 30 Minutes
9:40	Recess Begins
10:00	Recess Ends, Instruction Begins 1 Hour 20 Minutes
11:20	Lunch Eating Begins (cafeteria)
11:40	Lunch Recess Begins (to yard)
12:00	Lunch Ends, Instruction Begins 1 Hour 0 Minutes
1:00	Dismissal

GRADES 1 + 2	
7:35	Playground 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 Eating Begins (cafeteria)
12:00	Lunch Recess Begins (to yard)
12:20	Lunch Ends, Instruction Begins 0 Hour 40 Minutes
1:00	Dismissal

GRADES 3 + 4	
7:35	Playground Opens
8:10	Instruction Begins 1 Hour 50 Minutes
10:00	Recess Begins
10:20	Recess Ends, Instruction Begins 1 Hour 40 Minutes
12:00	Lunch Eating Begins (cafeteria)
12:20	Lunch Recess Begins (to yard)
12:40	Lunch Ends, Instruction Begins 0 Hour 20 Minutes
1:00	Dismissal

GRADES 5 + 6	
7:35	Playground Opens
8:10	Instruction Begins 1 Hour 50 Minutes
10:00	Recess Begins
10:20	Recess Ends, Instruction Begins 2 Hours 0 Minutes
12:20	Lunch Eating Begins (cafeteria)
12:40	Lunch Recess Begins (to yard)
1:00	Lunch Ends, Instruction Begins 0 Hour 0 Minutes
1:00	Dismissal

GRADES 7 + 8	
7:35	Playground Opens
8:10	Instruction Begins 1 Hour 30 Minutes
9:40	Passing Period
9:50	Instruction Begins 1 Hour 20 Minutes
11:10	Passing Period
11:20	Instruction Begins 1 Hour 20 Minutes
12:40	Lunch Eating Begins (cafeteria)
1:00	Lunch Ends, Instruction Begins 0 Hour 0 Minutes
1:00	Dismissal

GRADES TK-4	
7:35	Playground Opens
8:10	Instruction Begins
10:10	Recess Begins
10:30	Recess Ends, Instruction Begins
12:15	Dismissal

MINIMUM DAY SCHEDULE

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

Friday • December 17, 2021
Friday • June 3, 2022

GRADES 5-8	
7:35	Playground Opens
8:10	Instruction Begins
10:35	Recess Begins
10:55	Recess Ends, Instruction Begins
12:15	Dismissal

FOGGY DAY SCHEDULE

Sycamore Valley Academy and Blue Oak Academy 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 SVA bus:

Plan A- Fog is recognized, but there is no change of schedule.

Plan B- 2 hour delay.

Plan C- Bus routes are cancelled.

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

DROP OFF AND PICK UP PROCEDURES

The following is TACMO Student Policy 12-009.

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 (SVA) /basketball courts (BOA), 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 backpack contains school items or materials, please check-in at 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. Parents escorting students on campus at or after 7:35 AM may go into classrooms if teachers have doors open; however, only school personnel and students may enter the playground during the school day. All other adults or children must first go through proper check-in at the school's front office. ***NOTE: Any students arriving after 8:25 are tardy and MUST obtain a note from the office before going to their class.**

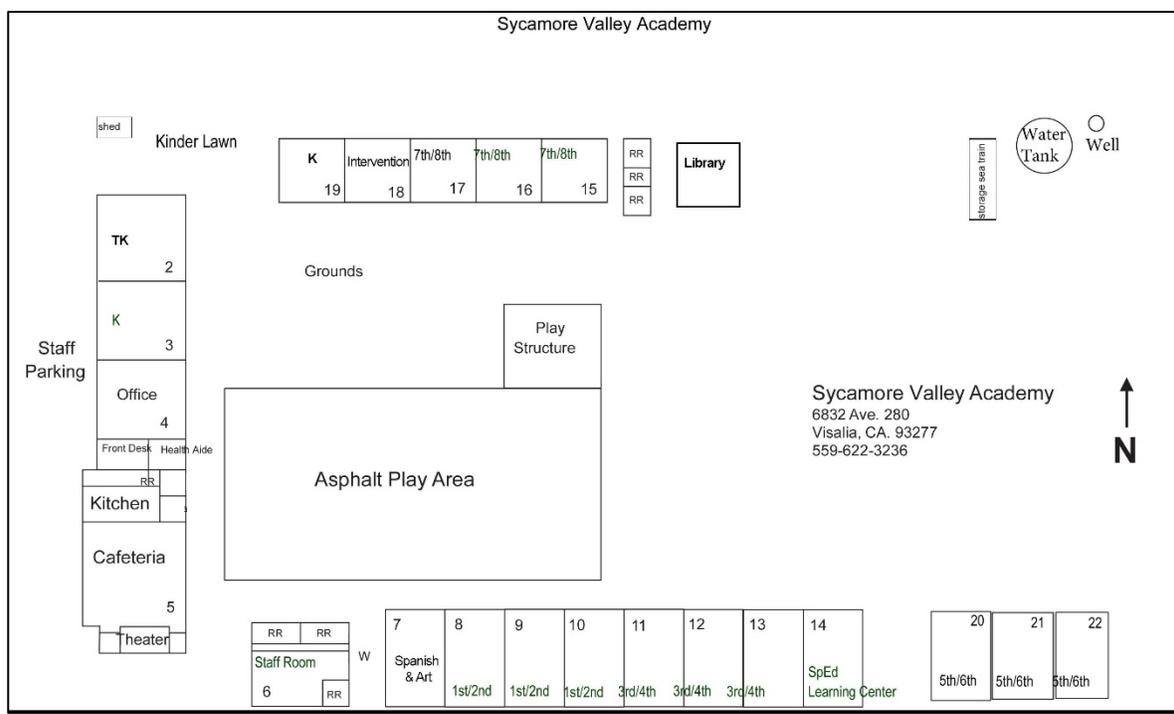
Parents must wait outside the gates for students after school. Because of safety concerns, students will not be released to a vehicle. Parents must park their vehicle and come to the gate to receive their student. Upon dismissal, teachers will escort students to the exit gate areas. After children are picked up, remaining students will be taken to the after-school program (if scheduled) or to the front office if it appears the student's family is late to pick him/her up.

Supervision is provided for **10 minutes** after school is out. After 15 minutes, students will be escorted to the After School Program. 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. A Kindergarten student 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 on either Rd. 68 or Caldwell/Ave 280 for drop-off or pick-up, parents must park their vehicle and escort their student across the street at the corner light 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). If your student is not picked up by 3:45, he/she will be directed to the After School Program. The first time this occurs, the student may wait there, free of charge for their ride to arrive. Any time after that, the student will be directed to wait in After School Program and will be charged for that day of the afterschool program. If we have to watch your student past 3:45 PM, we expect you to pay for the service. We do not provide free after-school care.



Ave. 280

ARRIVAL

Bus Drop-Off

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, on the West end of campus. The driveway is ONE WAY only. Use the spaces available on the East and North slides of campus to park and let your student out. There will be gates on the East side, as well as the North side of campus that will be open to try to spread out the entry points. Please be extremely cautious when pulling in and out of parking spaces. Traffic will be busy through

this driveway and we need everyone to follow all rules and regulations and please be considerate of the other SVA families who are also trying to drop off or pick up. Remember, enter on Caldwell ONLY, and exit on Rd 68 ONLY.

**NOTE: 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.*

DISMISSAL

Bus Pick-Up

Students leaving by bus will leave from the western gates.

Transitional Kindergarten and Kindergarten Parent Pick-Up

Kinder students are released at 1:30 (Regular Day), 1:00 (Early Release Wednesdays), and 12:15 (Minimum Day) and may be picked up at the north end of the circle driveway at the gate near the kindergarten rooms.

**NOTE: There are no buses at Transitional Kindergarten and Kindergarten dismissal on 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 (Regular Day), 1:00 (Early Release Wednesdays), and 12:15 (Minimum Day).

**SPECIAL NOTE: If you pick up your student later than 3:45pm, the first time will be a "grace" allowance. The student will be able to wait in After School Program for free. If this occurs more than once, we will require that the student wait in After School Program and you will be billed for the days that student required our after-school care.*

BUS TRANSPORTATION INFORMATION

SVA and the TACMO Board of Directors have chosen to invest in transportation service in order to provide increased access to all SVA families and to ensure equitable community access in the future as SVA continues to grow and expand.



BUS SCHEDULE

2021-2022






- SVA students will be transported via yellow bus, operated by VUSD Transportation Services.
- 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.

ROUTE 1 • BUS #61	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 4:05 PM	7:20 AM 1:35 PM	7:20 AM 12:50 PM
GLOBAL LEARNING ACADEMY 1051 West Robin Drive Visalia, CA 93291 Bus Loading Zone	7:25 AM 4:00 PM	7:25 AM 1:30 PM	7:25 AM 12:45 PM
CRESTWOOD Elementary School 3001 West Whitendale Street Visalia, CA 93277 Bus Loading Zone	7:45 AM 3:50 PM	7:45 AM 1:20 PM	7:45AM 12:35 PM
ROUTE 2 • BUS #74			
FOUR CREEKS Elementary School 1844 North Burke Street Visalia, CA 93292 North Burke Street	7:15 AM 4:15 PM	7:15 AM 1:45 PM	7:15 AM 1:00 PM
MINERAL KING Elementary School SE Corner of Vista & Kaweah Before the school entrance	7:25 AM 4:05 PM	7:25 AM 2:35 PM	7:25 AM 12:50 PM
ROYAL OAKS Elementary School 1313 South Clover Drive Visalia, CA 93277 Houk Park, by the light post	7:40 AM 3:55 PM	7:40 AM 1:25 PM	7:40 AM 12:40 PM



Contact VUSD Transportation

- Your bus is more than 30 minutes late
- Your child never got off the bus
- Your weren't able to meet your Kindergarten student at the bus stop
All Kindergarten students are taken to the VUSD Transportation Services office if a Parent or Guardian is not at the bus stop to meet them.

VUSD Transportation Services
801 North Mooney Blvd., Suite A
Visalia, CA 93291
Cross Street: Goshen Avenue
(559) 730-7856

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. Students are not allowed to get on a different bus in the morning or ride a different bus home without prior approval from a Parent/Guardian.

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

You will need to submit a Change of Address/Bus Service Form. 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 numbers. You can also write the bus 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 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 driver 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 seat.
4. Sit down and fasten any passenger restraint. Remain seated while the bus is in motion.
5. Do not block 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. If the use of cellular telephones or similar devices disrupts the safe operation of the school bus, the driver may direct the student to no longer use the device on the bus.
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. Services animals are permitted on school transportation services; all other animals are prohibited.
13. Upon reaching 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 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

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 will be referred to the Student Attendance Review Board (SARB).

VERIFICATION OF ABSENCES

If your student must be absent from school, please verify the absence by phone at **(559) 622-3236** or by email at jgeorge@sycamorevalleyacademy.org 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 his or her absence from school upon his/her 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 therefor. 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.

INDEPENDENT STUDY (“IS”)

Independent study contracts can be made available to students who will be out of school for family activities, trips, illness, or other planned absences. To help us prepare your student’s independent study assignments, in the case of planned absences we ask that you notify the front office at least three school days before your student’s planned absence.

Please arrange for all independent study contracts through the school office. The independent study contract, with teacher-determined activities to be completed, will need review and signatures prior to the leave date. All work is due the date the child returns to school and cannot be accepted after 10 days following your return.

TACMO is glad to help your student continue to learn across a planned absence or an extended absence due to illness, but please be aware that it is difficult to replace the value of the hands-on, collaborative, teacher-assisted work that occurs in the classroom, and that attendance credit for independent study assignments will be awarded according to the amount and quality of contract work completed.

- **Available for 1-20 day absence, IS helps our school receive funding for serving your student and helps your student stay academically engaged while not present at school.**
 - Longer term IS requires a new contract.
- **Teacher needs time to prepare materials and assignments.**
 - For a 1-5 day absence, we request 2 days prior notice.
 - For a 6+ day absence, we request a week prior notice.
 - For an absence over 10 days, parent-teacher meeting is required at midpoint to retrieve assignments, monitor student progress, and to receive new assignments for remainder of term.
- **Ms. George will review the Master Agreement with you and get required signatures.**
 - Contract
 - Daily parent initials to indicate work completed on IS dates
 - Signatures must be acquired by or on the first day of IS.
- **While on IS, the completion of the assignments determines your child’s attendance credit.**
 - Example: For a 4 day absence, if only 50% of work is turned in, only 2 days of attendance credit can be issued.
 - Danger for families of thinking they have these days credited when they do not, due to not completing assigned work.
 - Teacher evaluates the work and determines the time value completed.
- **Work must be turned in on time: by the date indicated on the assignment sheet.**
 - IS assignments must be turned in to Mrs. George when due. Teachers evaluate the work at Ms. George’s desk.
 - *If work is not received on time, IS agreement is nullified.*

LEAVING SCHOOL DURING THE SCHOOL DAY

As every moment of your child’s learning time at SVA 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.

TRANSFERS TO ANOTHER SCHOOL

If it becomes necessary for your child to leave SVA 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 helps SVA because it allows new students to enter from our waitlist rapidly.

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 school utilizes the Common Core State Standards, or “CCSS”. The California Common Core Parent Handbook can be downloaded from this website, and is a great resource for TK-8 families: <http://www.corestandards.org/>

The curriculum at TACMO includes English, mathematics, science, history, visual and performing arts, health, Spanish language, social-emotional learning, and physical education. 5th-8th grade students also participate in an elective offering, which may include: Music, Journalism, Drama, Learning Lab, Dance, Coding, Lego Robotics, Math Olympiad, Yearbook, Team Sports, Outdoor Explorers, Couch to 5K, etc. Many of these electives change from year to year based on student interest and staff expertise. In addition, TACMO provides instruction to enable students to not only meet, but to also exceed the standards through differentiated instruction and pedagogy that emphasizes critical thinking. All classes above first grade have a minimum of three project-based learning experiences per academic year to facilitate the transfer of student learning to its application. Teachers use both inquiry-based and direct instruction models to help students achieve, depending on the learning objective. Best practices in Gifted Education, which are good for all students, are utilized in all classes. These include the use of universal themes, greater use of abstract thinking tasks, interdisciplinary, and multidimensional approaches to subject matter.

In science and history, SVA and BOA “loops” its content coverage to enable our teachers to cover the required content thoroughly in our multi-age classrooms. For example, the 5-6 class will cover Ancient Civilizations one year, (which California has determined to be “6th grade content”) and US History the next year (which CA has determined to be “5th grade content”). 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 SYCAMORE VALLEY ACADEMY

All School

All TK-8 students have weekly homework packets, which are sent home every Monday and are due back every Monday.

These packets may include the following:

Reading Logs

- To keep students reading daily for comprehension
- To communicate the importance of daily reading to parents since strong reading skill is such an indicator of success in school and life and daily reading has been shown to dramatically increase achievement

Logic/ Critical Thinking

- To develop reasoning ability within students and important habits of mind, which will have numerous benefits across the curriculum
- To demonstrate to parents TACMO’s alignment with its Mission and Learning Outcomes

Moral Dilemmas * These are included in the weekly packet only once per month.

- To give students a chance to think through situations with moral grey area outside the emotionally-charged real life situations, so they can develop moral reasoning skills and connect to the TACMO Honor Code on a regular basis, begin to internalize it
- To give parents a chance to witness their children's moral reasoning and aid in its development

Teacher's Discretion

In addition, at the discretion of the teacher, students may also be assigned homework with varying duration (weekly, nightly...) for such purposes as:

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

Regardless of the degree of need a student displays, teachers will never 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 no *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 need as indicated by student performance or family request.

GRADING AND REPORTING

TACMO is on a trimester system, so we have 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 has a second 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.

TACMO Report Cards give parents information about their student's academic progress and growth and may show out-of-grade-level learning when students are working below or above grade level in certain subject areas.

Parent-Teacher Conferences include discussion of Report Cards, review of student portfolios, and discussion of ways the family can support the student's learning at home. Report Cards have a combination of quantitative (1-4) scores, with an explanation key, along with narrative reporting and feedback on each student's Individualized Learning Plan goals.

HOW TO READ YOUR CHILD'S TRIMESTER REPORT CARD

The Scores

In the report card a key is located on the first page. The scores are not like typical “grades” but rather an indication of student performance on teacher’s standards-aligned assignments and tests that have been given in the trimester.

Scores are reported with a 1-4 scale or an indication that an 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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In addition, for **Language Arts and Math** there is narrative commentary provided by your child’s teacher as well. Our Trimester Report Cards contain more narrative comments than most schools provide. This is reflective of TACMO’s core belief in authentic assessment. We believe that the teacher’s observations (based on student work or behavior) are equally valid measures and that this commentary is just as useful for parents/guardians as numeric or letter scores.

TACMO is committed to assessing multiple measures of a student’s ability. In each Parent Conference, a portfolio 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.

Understanding the Scores

ENGLISH LANGUAGE ARTS (ELA) • Writing	F	W	S
GRADE LEVEL	4th	4th	4th
Narrative Writing	1	2	4
Opinion Writing	2	3	3
Informational Writing	1	2	3
Language Conventions	2	3	4



At the top of each section you will see the words “grade level”, followed by a number. This number represents the learning objectives that your child began the year with for the strands (group of standards/objectives) listed below that grade.

ENGLISH LANGUAGE ARTS (ELA) • Writing	F	W	S
GRADE LEVEL	6th	6th	7th
Narrative Writing	3	4	2
Opinion Writing	4	4	2
Informational Writing	3	4	1
Language Conventions	4	4	2



As students demonstrate mastery of content and deep conceptual understanding, however, you may see your student’s “Grade Level” for particular subject areas adjust upward to reflect that growth over the course of the year.

This is reflective of TACMO’s core belief that teaching grade level objectives only would restrict student growth and learning. We will adjust these as students demonstrate readiness for further challenge. TACMO remains committed to its goal to create a space for advancement, so that all students can reach their highest potential, at their own rate.

Current trimester **1-4 scores reflect student performance on teacher’s standards-aligned assignments and tests that have been given in the trimester.** At this school, then, a 1 is not always a “bad” score. As our 1-4 scale indicates, it means your child is working on something that is new to him/her with the teacher’s support. In particular, when the Grade Level noted above the score is beyond your child’s assigned age/grade (i.e. you have a 1st grader and the column heading says “Grade Level: 2”), then 1 score shows your child is being advanced in this area and is beginning to attempt the Grade 2 objectives. **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. It is only when a student STAYS in the 1-2 range over the course of a school year that would this be cause for concern and intervention.**

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
- Mastery of content grade level standards and other assessment measures to determine if the student is eligible for promotion
- Social-emotional considerations

SOCIAL CONTRACT AND HONOR CODE

The purpose of discipline 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 CORE 4 provides greater specificity regarding what TACMO believes are right choices. TACMO requires compliance with all rules and regulations as described in the Family Handbook, distributed to all students at the beginning of each school year. All rules and regulations in the Family Handbook will fall somewhere within the CORE 4 principals.

The CORE 4 Principles:



People- I will be kind to myself and others.



Property- I will not take or destroy what is not mine.



Process/Time- I will follow all the policies and procedures in the TACMO Family Handbook and help my class and school run smoothly.



Presentation/Dress- I will dress for success and always present myself as a scholar.

The Honor Code and CORE 4 encompass all student behavior at school.

Students sign the code and CORE 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.”

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 be kind to themselves and others.
2. Students will not take or destroy what is not theirs.
3. Students will follow instructions of staff and follow class respect agreements.
4. Students will dress for success and be ready to present the best of themselves each day.

UNIFORM DRESS CODE POLICY

Shirts, Dresses, Sweaters, Sweatshirts, Coats, Jackets, Pants, Shorts, Skorts, and Skirts must be free of designs, logos, or embellishments and must fit the student appropriately (not be excessively large or excessively tight). The following solid colors are permitted:

- Green (SVA)
- White
- Brown
- Khaki
- Black
- Gray
- Denim
- No other colors permitted

Shirts must have a collar, whereas dresses may be collarless. The following necklines are permitted: button-down, polo, Peter Pan, turtleneck. No t-shirts allowed, and no other colors of shirt are allowed. No strapless, spaghetti strap, low-cut, or cut off tops are allowed.

Dresses, shorts, and skorts must have an inseam of 6 inches or longer. Skirts must be no more than 4 inches from the top of the knee. Tights/leggings, 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. No light-up sneakers, 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 may be worn outside only and may have sports teams, college/school logos or story characters (super hero, Star Wars, Pokémon, etc.). Must be mostly solid color and free of large brand logos and embellishments (rhinestones, studs, etc.).

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

Every Friday

Students may wear any school shirt to show their pride in The Academies (SVA or BOA). Examples include I LOVE SVA, I LOVE BOA, Jog-a-Thon, Mathletics, or shirts that have been decorated at home to show school spirit, etc. Students are not required to wear a spirit shirt on Fridays; if they choose not to, the regular uniform is required.

PE Day Dress

Students should either wear or bring a pair of tennis shoes with them. Further detail about PE attire will be sent home from the PE teacher.

Dress Up Days

When students are given a dress up day, they may wear their choice of clothing; however, rules pertaining to the length of skirts, shorts, and height of heels still apply. No offensive, suggestive, obscene or vulgar logos, pictures, or messages will be allowed.

INCIDENT POLICY

1. WRITTEN WARNING

SVA staff will send a written warning the first time a student is out of uniform. Parents must sign the warning and return it within 2 school days.

2. PARENT CALL

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

3. PARENT MEETING

Repeated offenses will result in a meeting with the Principal to resolve the problem. Parent cooperation is so important at SVA and if there's an issue, we want to help!

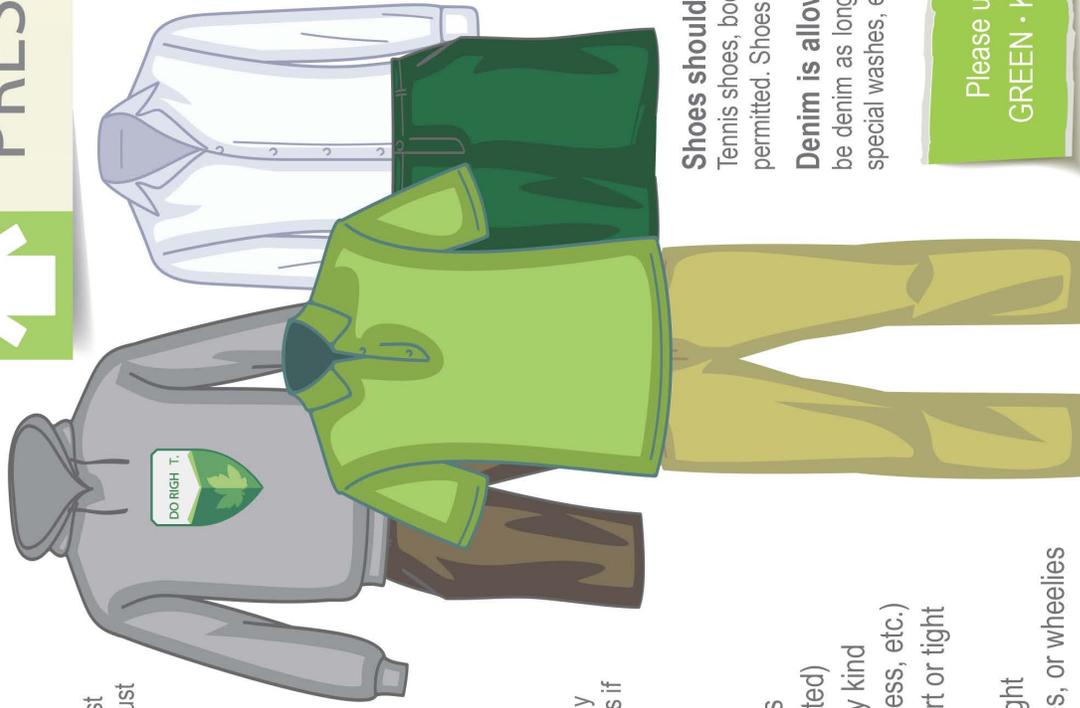
4. SPECIAL CIRCUMSTANCES

The Principal reserves the right to make any exceptions or extended warnings to families if a situation warrants it.

PLEASE DON'T WEAR

- Patterns, embellishments or logos
- BLUE (except for denim items noted)
- Sleeveless or cropped tops of any kind (tank tops, spaghetti straps, backless, etc.)
- Skirts and shorts that are too short or tight (no miniskirts or "short shorts")
- Pants that are too baggy or too tight
- Light-up sneakers, flip-flops, jellies, or wheelies

PRESENTATION



To follow the SVA Dress Code just remember to keep it

SOLID & SIMPLE

Clothing should be modest and plain, with no patterns, embellishments or logos and must fit properly.

Official SVA Logo Apparel is allowed and available.

All shirts must have collars.

Button-downs, turtlenecks, Peter-Pan collars and polo shirts are allowed. Shirts must be green or a neutral color like tan, grey, black or white. No other shirt colors are allowed.

Shoes should be practical and neutral.

Tennis shoes, boots, dress flats (i.e. Mary Janes), and sandals are permitted. Shoes and boots may not have heels higher than 1".

Denim is allowed. Pants, Shorts, Skirts, Skorts and Jackets can be denim as long as it does not have visual logos, embellishments, special washes, etc. No other blue fabric is acceptable for any item.

Please use the color palette to guide your choices.

GREEN • KHAKI • BROWN • GREY • BLACK • WHITE



SOCIAL CONTRACT OVERVIEW

(Please see Appendix for illustrated version.)

Tier 1

All students at TACMO will take part in the schoolwide **prevention** measures that *inspire, inform, integrate* and *appreciate* our student body. 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 CORE 4 commitment, events and presentations to teach expectations as well as reward achievement, regular assignments and homework dealing with moral dilemmas, 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 teacher will sign together.

Tier 2

At the classroom level, TACMO has a commitment to giving focused **attention** to any and all behaviors that interfere with the right of all students 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 to a refocus form, and *repair* the harm done through meetings, mediation and application of logical responses (consequences) to the behavior. Parents may be contacted, at teacher discretion, to participate in supporting their student through the process, and the student will be monitored on a limited basis until they meet again with teacher to review ongoing behavior progress. After the third time through this process for any single student, the *repair* will automatically include referral to the office.

***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, SVA 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 CORE 4 principles, functional behavior analysis, individual behavior contracts, and potentially suspension and/or expulsion review. The complete suspension and expulsion policy can be found later in 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 Explorer Award recipients from each class. Students observed practicing the “Habits of a Scholar,” a school-wide emphasis, 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, in the morning, in the cafeteria. 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.

HARASSMENT, INTIMIDATION, RETALIATION, AND BULLYING

The following is TACMO Board Policy 13-001.

The Academies Charter Management Organization (“TACMO”) believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, TACMO prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, “discrimination, harassment, intimidation, and bullying” are described as the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber-sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status, sexual orientation, gender, gender identity, gender expression, immigration status, nationality including national origin, country origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, TACMO will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. TACMO staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene, when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom TACMO does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. TACMO will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Donya Ball, Ed.D.
Superintendent
PO Box 1189, Visalia, CA 93279
dball@theacademiescharters.org
(559) 730-7422

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

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

TACMO is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

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 the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

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

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

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

Prohibited Bullying

Bullying is defined as 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 that may constitute sexual harassment, hate violence or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- C. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- D. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The Academies Charter Management Organization.

Reasonable pupil is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. 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 the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," 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 the definition of "bullying," 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.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. 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 definition of "bullying," above. 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. "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.
4. Notwithstanding the definitions of "bullying" and "electronic act" 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in TACMO's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that TACMO investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

TACMO has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

TACMO advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

TACMO informs Charter School employees, students, and parents/guardians of TACMO's policies regarding the use of technology in and out of the classroom. TACMO encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

TACMO employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. TACMO advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at TACMO and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

TACMO's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

TACMO informs TACMO employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

TACMO annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other TACMO employees who have regular interaction with students.

TACMO informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends

- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by TACMO, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

TACMO encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for TACMO’s students.

Grievance Procedures

1. Scope of Grievance Procedures

TACMO will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person of his or her age, or for a person of his or her age with his or her exceptional needs or group with one or more of the protected characteristics set forth in the UCP that are:

- a. written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the TACMO UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, TACMO will utilize the following grievance procedures in addition to its UCP when applicable.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Donya Ball, Ed.D.
Superintendent
PO Box 1189, Visalia, CA 93279
dball@theacademiescharters.org
(559) 730-7422

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 investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

The Academies Charter Management Organization acknowledges and respects every individual's right to privacy. All reports 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 keeping the identity of the reporter 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 administrative designee on a case-by-case basis.

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 grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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 staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of

supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to TACMO's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or TACMO's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. TACMO will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of TACMO to provide the supportive measures.

Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of TACMO, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that TACMO prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal

- TACMO may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process 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 immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, TACMO may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If TACMO offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - TACMO will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. TACMO shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, TACMO will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

- The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in TACMO's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable TACMO policy.
 - TACMO may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at TACMO; or
 - The specific circumstances prevent TACMO from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - If a formal complaint of sexual harassment or any of the claims therein are dismissed, TACMO will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - TACMO will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of TACMO's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by TACMO in response to a formal complaint of sexual harassment.

Right of Appeal

Should the reporting individual find TACMO's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of TACMO's decision or resolution, submit a written appeal to the President of the TACMO Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and TACMO will implement appeal procedures equally for both parties.

- TACMO will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

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

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

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 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 circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, 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.

PARENT AND FAMILY ENGAGEMENT POLICY

The following is TACMO Board Policy 21-001.

The Academies Charter Management Organization (“TACMO” or the “Charter School”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. TACMO has distributed the Policy to parents of Title I students by posting on our website. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

Charter School Expectations and Objectives

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, TACMO has established the following practices:

1. TACMO involves parents and family members in the joint development of the Charter School’s Parent and Family Engagement Plan.
 - Monthly parent forums to provide opportunities for family input
 - Annual organizational climate survey
2. TACMO provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - Parent workshops are held at school sites addressing a variety of topics
3. TACMO coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
 - For any school site that has 30 or more English Language Learners, the school will establish an English Language Advisory Committee (ELAC) to discuss how the school is meeting the academic needs of this subgroup.
 - Monthly parent forums and email are used to communicate updated federal, state, and local laws
4. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
 - The policy is reviewed annually to determine if any updates are needed.
5. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
 - All families including economically disadvantaged are given the opportunity to complete the Free and Reduced meal lunch application to ensure students participation in the organization’s meal program
 - Parent workshops at the school site are developed to target parents of English Language Learners and economically disadvantaged students

6. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
 - Annual organizational climate survey
7. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
 - Annual organizational climate survey
8. TACMO uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
 - Annual organizational climate survey
9. TACMO involves parents in the activities of the Charter School to adequately represent the needs of the population.
 - Monthly parent forums to provide opportunities for family input
 - Annual organizational climate survey

Involvement of Parents in the Title I Program

To involve parents in the Title I program at TACMO, the following practices have been established:

1. TACMO convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Annual meeting for parents that have students in Title 1 programs including literacy and math interventions
2. TACMO offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Monthly parent forums are held both in the evening and morning to encourage participation
3. TACMO involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy.
 - Communication about annual Title I meeting and monthly parent forums is done through mobile app and email at least one week in advance of the meeting.
4. TACMO provides parents of Title I students with timely information about Title I programs.
 - Family handbook to inform parents about Title I programs including and not limited to literacy and math intervention
5. TACMO provides parents of Title I students with a description and explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - Parents are notified that multiple curricular resources are used to provide both core academic instruction and intervention programs. NWEA MAP is the charter school's local assessment for all Title I students.

6. If requested by parents of Title I students, TACMO provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Monthly parent forums are held on varying days and times to provide consistent meeting and also encourage participation from parents of Title

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If TACMO has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

School-Parent Compact

TACMO distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students:

1. TACMO's responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
2. The ways parents will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

TACMO developed the Social Contract, a school-parent compact in collaboration with staff and parents which is included in our Family Handbook and attached to this policy.

Building Capacity for Involvement

TACMO engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, TACMO has established the following practices.

1. TACMO provides Title I parents with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.
 - Parent workshops to provide academic assistance at home

2. TACMO provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
 - Parent workshops/family tutoring events
3. With the assistance of Title I parents, TACMO educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.
 - Early release Wednesday and Professional Development day(s) at the school site
4. TACMO coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - The Title I program is discussed during the ELAC committee as appropriate.
5. TACMO distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - Family handbook
6. TACMO provides support for parental involvement activities requested by Title I parents.
 - Title I parents are given opportunity to request specific parental involvement activities in the annual organization climate survey

Accessibility

TACMO provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Assessment reports for each school are presented at LCAP and/or monthly parent forum presentations

HEALTH AND SAFETY

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 teacher, staff member, or yard duty aide.

EMERGENCY CONTACT CARD "SNAPCODES"

At the start of each school year, each student's parent or guardian must complete an emergency contact card. Emergency cards or "Snapcodes" will be emailed to parents to enable digital access to the emergency information page of their student(s) in PowerSchool and enter their information. The information in this card is extremely important. Occasionally, it is imperative that the school reach the parent of a child because of illness, accident, or due to some other emergency that has arisen. 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, DISASTER, AND CIVIL DEFENSE PROCEDURES

"Evacuation" drills are conducted once per month, "Duck and Cover" and "Shelter-In-Place" drills are conducted once per quarter, and "Lockdown/Active Shooter" drills are conducted twice per year. During evacuation drills each class has an escape route to an outside area located a safe distance from buildings.

A detailed emergency preparedness plan is available in the school office. The school is prepared for a variety of emergency situations, including fires, earthquakes, shootings, and bomb threats. In the event of a designated emergency, students will be assembled in a safe location and parents will be notified. When picking up students, all parents, guardians, or designated parties must sign them out at the office or other designated meeting area. We ask for your help during a widespread disaster by not calling the school because we must keep lines open for calls with emergency personnel. We also ask that you not drive to the school in order to keep streets as open as possible for emergency vehicles.

YEARLY LETTER TO PARENTS:

Dear Parents:

Providing for your student's safety when at school is a major responsibility of our staff. All schools and child development centers have a disaster plan. The principal and staff are prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to lockdown or shelter-in-place, evacuate students or close school before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged interruption of power or from a major event such as a violent incident on campus, an earthquake, or severe storm. During these times, communication and/ or transportation may be disrupted.

In the event of a major emergency or disaster, information will be given primarily through our email system or direct calls.

TACMO Release Policy

- No student will be dismissed from school unless a parent (or individual designated on the emergency card) comes for him/her or gives permission in writing or by phone that another person can pick up the student.
- All parents or designated individuals who come to pick up student(s) must sign the student(s) out at the office anytime between morning drop off until 3:00 PM (12:30 PM on Early Release Wednesdays; 11:45 on Minimum Days), unless directed elsewhere on campus by posted signs.

- At dismissal (3:30 PM on Regular Days, 1:00 PM on Early Release Wednesdays, 12:15 on Minimum Days), students are released to adults they recognize. If a student is not allowed to go home with an adult they recognize at the end of the day, the school needs to be notified by email or phone at least one half hour prior to dismissal. Those students will need to be picked up by a parent or designated individual in the school front office or from the after-school program.
- If there are further limitations required for a student's safety, contact and submit any related documentation to the front office.
- If any of your contact information changes during the year, please visit the office to update the Emergency Card.

Please be assured, we are prepared to care for your student in emergency situations. Members of our staff are trained in the areas of first aid, search and locate, and student safety to ensure that all your student needs will be met. We will communicate with local emergency services. They will be apprised of our current status and the need for additional resources.

We ask for your help in the following ways:

- Do not call the school. We will contact you, if necessary. It is essential that telephone lines be kept open for emergency calls. Mass texts will be sent to everyone with instructions on how to receive students.
- Do not drive to the school. The school access routes and street entrances must remain clear for emergency vehicles. We will notify you when safe access is recommended via text.

During the school year your child will be trained in the necessary emergency procedures. Each will learn how to react, where to assemble, and what to expect in an emergency situation.

We suggest that you meet with your immediate family and develop an emergency plan. There are several free publications available to assist you. Please call the local chapter of the American Red Cross at 732-6436 or visit them online at www.redcross.org. More information can be found at www.fema.org

If you have any questions or comments regarding our emergency preparations, please call the school office at 622-3236.

Sincerely,

Allan Benton
Principal

HEALTH SERVICES

The health staff of the schools (RN, LVN, and/or Health Aide) will be available on campus and for medical needs and emergencies. If your student becomes ill at school, he/she will report to the nurse's office. When the nurse is not present, students will report to the school Office Assistant or Office Staff. School personnel will administer basic first aid treatment only. If the 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.

IMMUNIZATIONS

All Students of public schools in California are required by state law to have the following immunizations:

TRANSITIONAL KINGERGARTEN (TK) & KINDERGARTEN

- 4 doses Polio (3 doses, if last one given after 4th birthday)
- 5 doses Diphtheria, Tetanus, Pertussis (DPT) (4 doses, if the last one given after 4th birthday)
- 2 doses MMR (both after 1st birthday)
- 3 doses Hepatitis B
- 1 dose Varicella*
- *Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.*
- 1 Tuberculosis skin test*

**Must be administered at the time of the physical exam, prior to entering TK or Kindergarten.*

A Dental exam must be completed by May 31st of TK or Kindergarten year.

GRADE 1-6

- 4 doses Polio (3 doses, if last one given after 4th birthday)
- 5 doses Diphtheria, Tetanus, Pertussis (DPT) (4 doses, if the last one given after 2nd birthday)
- 2 doses MMR (both after 1st birthday)
- 3 doses Hepatitis B
- 1 dose of Varicella for children under 13 years; 2 doses if immunized on or after 13th birthday
- *Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.*

If student is transferring from a school outside of Tulare County:

- 1 Tuberculosis skin test, unless written evidence of a Tuberculosis (Mantoux - PPD) skin test given within the past year is presented

GRADE 7-8

- 1 Tdap booster (on or after 10th birthday) (for students entering 7th grade)
- 4 doses Polio (3 doses, if last one given after 4th birthday)
- 5 doses Diphtheria, Tetanus, Pertussis (DPT) (4 doses, if the last one given after 2nd birthday)
- 2 doses MMR (both after 1st birthday)
- 3 doses Hepatitis B
- 1 dose of Varicella for children under 13 years; 2 doses if immunized on or after 13th birthday
- Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.*

If student is transferring from a school outside of Tulare County:

- 1 Tuberculosis skin test, unless written evidence of a Tuberculosis (Mantoux - PPD) skin test given within the past year is presented

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.

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. You may be asked to present identification at any time.

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.

PARENT INVOLVEMENT

PARENT PARTNERING

TACMO has a goal that every enrolled family participates in the life of our school community a minimum of 30 hours of 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 the limitations that may be present in the myriad households we will be serving. The suggestion of 30 hours is therefore not a requirement, but instead an invitation. While TACMO welcomes enthusiastic and committed parents on our campus at all times, our suggestion of parent volunteer/participation time does not preclude the student's right to attend our school and is not a conditional term for any child's enrollment.

The Parent Partnering Opportunities page, provided in the first day of school packet each year, provides a list of ways parents/guardians can achieve this hour contribution. For example, attending school events, Parent-Teacher Conferences, PTO meetings all count toward the school goal of 30 hours per family, per year.

PARENT TEACHER ORGANIZATION (PTO)

TACMO has an active and involved parent organization and we encourage you to participate in this organization. Membership includes parents, teachers, school administrators and interested persons in the community. Your membership and participation assures that PTO can continue its primary responsibility: promoting and supporting programs that benefit all children at TACMO. Meetings are held the 2nd Monday of the month at Round Table Pizza on South Mooney at 6:00. For additional information, please visit the front office, or email the organization at svapto@gmail.com, or visit them on Facebook at www.facebook.com/SVAPTO.

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 assistant	Clerical & secretarial	Tutoring
Librarian	Serving as room parents	Working with small groups
Making materials at home	Special events	Serving on the PTO Board

All volunteers must attend a training (occurs at New Parent Orientation and at Back-to-School Night) and must fill out form verifying your participation in such training. If you will be volunteering for a position in which you are alone with students, you will also need to be fingerprinted. Pre-coded Live scan fingerprinting forms are located in the front office.

TECHNOLOGY ON CAMPUS

CELL PHONES

Students may have cell phones on campus at their own risk for use after school is out. 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. If a cell phone is seen during the school day, the cell phone will be confiscated.

1st Offense: The student may pick up the cell phone at the end of the day from the teacher or administrator.

2nd Offense: The parent must pick up the cell phone from the office.

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 without permission from their classroom teacher. 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 summary of important points of this 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 SVA.

STUDENT BIRTHDAYS

TACMO's staff is pleased to celebrate your child's birthday in class. In lieu of sugary treats, TACMO invites your birthday child to dedicate a book in honor of the special day by reading a portion aloud and/or giving a book chat. This birthday dedication will be noted by a bookplate affixed in the book with your child's name and date of dedication. Your child may choose a favorite book from the classroom library or donate a copy of one of their personal favorites. Talk to your child's teacher for more specific information regarding how birthdays are handled in each class.

If your child wishes to distribute party invitations to classmates, please send them to school only if your child is inviting the entire class. Otherwise, please handle invitation distribution outside of school. If you are unable to deliver an invitation outside of school, your child's teacher can pass it to the guest's parent directly.

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 and encourage new interests among students, make them more aware 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 and sixth graders (day trip and week-long trip). Other ideas are pending. All field trips and excursions that take place during school hours must receive prior written approval by the Principal of SVA. The Principal of SVA shall ensure that the sponsoring teacher has set out in writing the educational objective of the activity and how the proposed field trip or excursion relates to the educational program at TACMO, 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 in the field trip or excursion. 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 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

Our schools contract 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 in the 2021-22 school year, our students are all eligible to receive free meals for the year. A monthly menu is available through the TACMO Newsletter or from the school office.

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.

HOUSEHOLD SIZE	Income Eligibility Guidelines for 48 Contiguous States, District of Columbia, Guam and Territories <i>* Note: Income Eligibility Guidelines for Alaska & Hawaii not shown here</i>				
	Year	Month	Twice Per Month	Every Two Weeks	Weekly
1	23,828	1,986	993	917	459
2	32,227	2,686	1,343	1,240	620
3	40,626	3,386	1,693	1,563	782
4	49,025	4,086	2,043	1,886	943
5	57,424	4,786	2,393	2,209	1,105
6	65,823	5,486	2,743	2,532	1,266
7	74,222	6,186	3,093	2,855	1,428
8	82,621	6,886	3,443	3,178	1,589
Each Additional Member Add	8,399	700	350	324	162

FAST FOOD

We ask that you do not bring fast food lunches for your student because it creates a strain on our office as the staff must monitor the coming and going of the lunches. We request that you only bring a lunch to your student when it is truly a special occasion (for example, their birthday). Do not bring fast food for children to share with their friends (like a whole pizza). Students are not allowed to share food because of health concerns and/or religious/personal beliefs.

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. Pictures will be taken in the fall at SVA. Picture packet purchase will be made available at that time. Students are required to follow the TACMO Uniform 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.

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

STUDENT COUNCIL AND CLUBS

Aligning with the philosophy of the school, SVA offers various clubs and student organizations, including Student Council, supervised by an SVA staff member. The purpose of the Student Council will be to approve any new student clubs/organizations, aid the school with fundraising activities, and enhance school pride with specially planned events. Other student clubs and organizations may be established at the beginning or during the school year and may be based on academics, interests, or citizenship. For more information regarding Student Organizations, see Student Policy 12-007, which is available in the SVA front office or upon request.

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: Donya Ball, 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.

After School Programs (ASP) are private enrichment programs provided by our non-profit, The Academies CMO, as a service to our community. These programs are not part of the academic day and participation is not required to be successful in our schools. Participation is voluntary. We reserve the right to refuse service. Parents are responsible for understanding the information included in this handbook.

Program Hours and Fees

1. A 20% pre-payment discount is available when you sign up for flat-fee billing or maintain a positive balance on your account.
2. We offer a partial fee waiver to those who qualify through our Income Eligibility Determination Form. This form will be in the packet that will go home the first week of school, and needs to be returned in order to apply.
3. A non-refundable annual registration fee of \$5.00/family is due at the time of registration.
4. Kinder Bridge (runs 1:30-3:30 on Monday -Friday, \$10.00/day)
5. Wednesday Early Release Recreation (1st-8th grade, Wednesdays only, 1:00-3:30, \$10/day)
6. Destination Exploration/Innovation (Monday-Friday 3:30-5:30), \$10.00/day
7. Conference Care (September 23-24, 2021 and March 10-11, 2022; available 7:30-5:30), Full Day (over 4.5 hours) \$26.00, Half Day (up to 4.5 hours) \$13. **NO FEE WAIVERS OR DISCOUNTS FOR CONFERENCE CARE.**
8. Minimum Day Care, \$20/day (12:15-3:30, last day in December and last day of school in June).
9. Special Events/Camps - if care is offered on holidays or other student non-attendance days, pricing will be announced and payment will be due in advance. **NO FEE WAIVERS OR DISCOUNTS FOR SPECIAL EVENTS/CAMPS.**

Billing and Payment Options

1. Pay-as-you-go. You will be billed by the 15th of the month for the **prior** month's service and payment is due by the end of the month in which you are billed (i.e.: by October 15, you will receive your bill for September and payment is due by October 31).
2. Pre-pay. Make a deposit to your account at the start of the year and maintain a positive balance, receive a 20% discount off your fees.
3. Flat-rate fee plans. These are **annual** installment plans where the cost of the entire year is divided over 10 equal monthly payments which are automatically deducted from your checking account. You receive a 20% discount off your fees. Unlimited plans include additional days such as Conference Care and waiver of the annual registration fee. You must complete an e-check authorization form when selecting this option.
4. Payment may be made by bringing a check or cash to the front office of the school or by using your checking account to pay through the electronic monthly invoices sent by email. Checks should be made payable to The Academies. Please include your child's name and "after school" on the check.

Special Events/Camps:

1. Camp hours are Monday – Friday 7:30AM – 5:30PM. Children are to be dropped off between 7:30 and 8:00AM. No supervision will be provided before 7:30AM.
2. Children must be picked up no later than 5:30PM. **I understand that if my child is not picked up by 5:30PM, I will be charged a late fee of \$1.00 per minute.**
3. Failure to pay fees according to the timeline specified during registration may result in forfeiture of your child's space in the camp session.

4. Minimum enrollment is required for Camps. If the minimum is not met, the session will be cancelled two weeks before the start date.
5. Refunds will be made in full if a session is cancelled by TACMO.
6. If you cancel your child's enrollment 30 or more days in advance of the session, paid fees will be refunded.
7. If you cancel registration within 14 days of a session, no refund will be given.
8. There is no nurse on duty during Special Events/ Camps. No medication will be given by program staff. If a student requires medication or management of health issues, a parent or guardian is required to provide all necessary care.

Behavior Policy

1. TACMO After School Program has a three strikes policy for inappropriate or disruptive behavior. Participants are expected to follow directions from program staff at all times. Parents will be notified at pick up on the day of the first and second offense. Upon the third offense, parents will be called and must pick up their child immediately. Children sent home will not be permitted to return to the program and no refunds will be given. There is no school administrator on duty during after school hours.

2. A zero tolerance policy is in effect for dangerous or illegal behavior including but not limited to causing or threatening to cause physical harm to self or others; use of force or violence; bullying, harassment, or threatening of others; possession of weapons, replicas of weapons, controlled substances, alcohol, or tobacco products; obscenity, profanity, vulgarity, or language of a sexual nature; and destruction of property. The above offenses will result in immediate expulsion from camp for the season without refund. No exceptions.

3. Students who are involved in behavioral incidents in school will not be allowed to attend the After School Program. Site Principals and specialist staff will use their discretion to protect the safety of all children when communicating behavioral concerns to the Program Director.

Student Pick Up Procedure

1. Students will be released only to authorized parents, guardians or designated persons.
2. The authorized pickup person *must* personally sign the child out when picking up.

Registration

To register for our programs, please complete the registration form online at <https://www.theacademiescharters.org/after-school>.

APPENDIX

APPENDIX – 1



TIER 3
INTERVENTION

REGROUP
 < Involve Administrator
 < Involve Parent (s)
 < Involve Outside Agency
 < Meetings & Mediation

RECOMMIT
 < Discuss Motivations
 < Discuss Outcomes
 < Behavior Analysis (FBA)
 < Individual Contract

REPAIR
 < Logical Responses
 < Meetings/Mediation
 < Progressive Monitoring
 < Suspension/Expulsion



MONITORING
AFTER TIER 3 REPAIR

- Administrator Discretion
- Administrator chooses date of follow up meeting(s)
 - TIER 3 Interventions will require parent involvement
- 

TIER 2
ATTENTION

REMIND
 < Non-Verbal Cues
 < Define Behavior
 < Compare & Contrast
 < Anticipate Outcomes

REDIRECT
 < Redirection Question
 < Refocus Form
 < Student Choice

REPAIR
 < Logical Responses
 < Meetings & Mediation
 < Limited Monitoring



MONITORING
AFTER TIER 2 REPAIR

- #1 Teacher Discretion
- Chose date/time to “check in” with student
 - Parent call optional
- #2 1 Week Minimum
- Follow-up meeting required
 - Parent call required
- #3 Move to T3 Intervention
- 

TIER 1
PREVENTION

INSPIRE
 < Social Contract
 < Respect Agreements
 < CORE4 Commitment
 < Service Learning

INFORM
 < Social/Emotional Learning Program
 < Kohlberg’s “Stages”
 < Events & Presentations

INTEGRATE
 < Productive Language
 < Problem Solving
 < Contribution Circles
 < Responsive Schedule

APPRECIATE
 < Honor Code Exemplar
 < Perfect Attendance
 < Explorer of the Month
 < Reward Items & Experiences

www.SycamoreValleyAcademy.org