UNCHARTED SHORES ACADEMY
Charter School
23-24 PARENT HANDBOOK

Charting Family-Style Education



Partnering with Parents in *Family-Style Education* at home and in the classroom

Implementing *family-style cooperative learning* through thematic, interactive group activities addressing multiple learning styles

Facilitating *a family atmosphere* through multi-age learning groups and promotion of long-lasting relationships between students and staff

Supporting *family values* through the emphasis of
respect, responsibility, and resourcefulness

USA
Parent Handbook

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USA INFORMATION

330 E Street, Crescent City, CA 95531
Phone: (707) 464-9828

SCHOOL PORTS

Approximately 50 students in each Port

Onshore: *Student Crews rotate between classroom learning stations within each port*
Secure Shores Port (Early Learning Center – TK, K, 1): located at 1492 Northcrest
Safe Harbor Port (Primary Grade 2): *Distant Shores* building at 330 E Street
Sheltered Cove Port (Intermediate Grades – 3rd - 5th): Rooms 3, 5, 6 at 330 E St
Serene Seas Port (Upper Grades – 6th/ 7th / 8th): Rooms 1, 2, 4 at 330 E St

Offshore: *Family learning at home or in the community*
ORCA Port *(*All grades, TK – 9) – meet in *Offshore Resource Center Annex* at 785 E Washington Blvd, Suite 10

HOURS OF OPERATION

8:00-4:00, M-F – Regular Office Hours
8:00 – Teachers arrive

8:00-8:30 – Breakfast for Onshore students at both campuses

8:30-2:15 – Full Day Class Sessions (M, T, Th, F) at Early Learning Center
8:30-2:30 – Full Day Class Sessions (M, T, Th, F) at Main Campus

8:30-12:15 – Minimum Day Class Sessions on Wed at Early Learning Center
8:30-12:30 – Minimum Day Class Sessions on Wed at Main Campus

USA CONTACTS

USA Governing Board Parent Representatives:
Jill Munger – JMunger@shoresacademy.com
Marisa Northrup – MNorthrup@shoresacademy.com
Jody Petersen – JPetersen@shoresacademy.com
USA Governing Board President: Carla Waters – CWaters@shoresacademy.com
USA Governing Board Staff Representative: Linda Monnin – LMonnin@shoresacademy.com

Administrators: Dan Cartwright, Executive Director - DCartwright@shoresacademy.com
Anita Cumbra, Educational Director – ACumbra@shoresacademy.com
Bree Scott, Business Director – Bscott@shoresacademy.com

General Office Questions: (707) 464-9828 Office@shoresacademy.com

Website: www.shoresacademy.com

USA STAFF

Administrative Staff:

Executive Director: Dan Cartwright – (707) 200-7993
Educational Director: Anita Cumbra – (707) 216-1850
Business Director: BreeAnna Scott – Bscott@shoresacademy.com

Office Staff: Ann Weiland, School Secretary and Administrative Assistant
Deb Elfindale, ORCA Secretary
Cyndi Countess, Community Liaison and Business Assistant

Instructional Staff:

Secure Shores Port (grade levels TK, K, 1)

Kristie Perry - Credentialed Teacher
Kittylin Mauldin –Credentialed Teacher
Steve Pearcey – Educational Instructor
Alana Bates – Educational Instructor
Mandi Thompson – Instructional Assistant
Jenna Natelborg – Instructional Assistant

Safe Harbor Port (grade level 2)

Monika Phelan – Credentialed Teacher
Sarah Anker – Educational Instructor

Sheltered Cove Port (grade levels 3-5)

Jessica Rawlings – Credentialed Teacher
Katharine Wright – Credentialed Teacher
Linda Monnin – Credentialed Teacher
Karen Reyman – Educational Instructor / Band Instructor
Jackie Thompson – Instructional Assistant
Donne' McCubbin – Instructional Assistant

Serene Seas Port (grade levels 6-8)

Carla Waters - Math Credentialed Teacher
Andrew Napier – Science Credentialed Teacher
Corey Munger – Integrated Language Arts/Social Science Credentialed Teacher
Nicole Dowd – Instructional Assistant

Offshores Port (Homeschool)

Brian Farr – Credentialed Teacher
Christine Fernandez – Credentialed Teacher
Stacy Stephens - Credentialed Teacher
Veronica Lustre – Credentialed Teacher

What is a Charter School?

Charter Schools began in 1992 as alternative public schools. Charter Schools offer an alternative to the District Schools, and provide parents with a choice for education. The school must have a "charter" (an agreement) which states the mission of the school and how it will operate. It also needs to be authorized by the school district of residence.

Uncharted Shores Academy (USA) opened in 2007.
The authorizing entity is Del Norte Unified School District.
USA's mission is to produce respectful, responsible, resourceful individuals who excel academically through the use of thematic, interactive, family-style education.
USA operates as a Non-Classroom Based, Independent Study School.
Attendance is calculated according to work products completed, not according to class seat time.

EDUCATIONAL OPTIONS

Notice of Alternative Schools, Home/Hospital Instruction, Independent Study Programs, Charter Schools, and Community Schools(Ed. Code 58501)

California state law authorizes all school districts to provide alternative schools. ***Section 58501 of the Education Code*** defines alternative school as a school or separate class group within a school that is **operated in a manner designed to:**

1. **Maximize the opportunity for students to develop the positive values** of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility and joy. ***(USA's mission involves teaching Respect, Responsibility, and Resourcefulness)***
2. Recognize that the best learning takes place when the student learns because of his/her **desire to learn**. ***(USA strives to provide an interesting, exciting learning environment)***
3. Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to **follow his own interests**. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects. ***(USA provides materials for home and in classes which encourage students to explore their own educational interests.)***
4. **Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter**. This opportunity shall be a continuous, permanent process. ***(USA partners with parents in the education of the child, expecting that parents take an active part in the education process)***
5. **Maximize the opportunity for the students, teachers, and parents to continuously react to** the changing world, including, but not limited to, **the community** in which the school is located. ***(USA reaches out to the community for support and resources in the education process and uses community field trips as an integral part of education)***

***USA* is an alternative charter school model**
which operates in a manner that maximizes opportunities for students.
We believe that USA provides an education
which implements all the guidelines established by Ed Code 58501.

How is USA Different from other Schools?

USA PROVIDES EDUCATIONAL CHOICES FOR FAMILIES:

USA is the ***only*** Del Norte County school to provide families with a personalized learning choice which best fits the needs of their child. Choices may include all-day classes at the school campus, part-day campus classes, community classes, internet classes, or home study with parent directed instruction. Students may attend campus classes daily for a full school day **(*Onshore Option)***, or learn at school, home, online, or in the community ***(Offshore Option)***, depending upon the need of the child. No other Del Norte County school offers a myriad of opportunities for educational instruction both at home and school through unlimited avenues, such as instructional classes, activities or projects, community resources, student-initiated inquiry, field trips, and/or real-world connections. Onshore credentialed teachers provide direct instruction in core subjects daily while Offshore credential teachers supervise students in learning core standards at home with parental instruction, online instruction, or instruction in the community.

USA CONDUCTS FAMILY-STYLE EDUCATION:

USA is the ***only*** Del Norte County school truly partnering with parents in the education of the child. Each parent is expected to support their child's education through educational activities, explorations, and instruction at home and in the community, using school resources as needed or desired to complete a full day of school attendance.

USA **family-style education** includes the student's family at home and extends to the classroom:

- **USA implements *family-style cooperative learning*** through thematic, interactive group activities addressing multiple learning styles while completing projects and presentations.
- **USA facilitates *a family atmosphere*** through multi-age learning groups and the promotion of long-lasting relationships between students and staff.
- **USA supports *family values*** through the emphasis of ***respect, responsibility, and resourcefulness.*** USA believes that character training is the most important aspect of education. Individuals with good character will make good future employees and community members regardless of their academic aptitude. In most state public schools, academics take clear precedence over character training. At USA, character is of paramount importance.

USA POLICIES

Uncharted Shores Academy actively recruits a diverse student population from Del Norte County who understand and value the school's mission and are committed to the school's instructional and operational philosophy. *Uncharted Shores Academy* will implement a student recruitment program that includes various elements or strategies to ensure a racial and ethnic balance among students that is reflective of the service area.

Application for admission to the school is open to any eligible Transitional Kindergarten through Ninth Grade student who is a resident of Del Norte County and the State of California. The school is nonsectarian and nondiscriminatory in its programs, admission policies, employment practices, and all other operations. The school does not charge tuition, and does not discriminate against any person on the basis of ethnicity, national origin, gender, or disability as set forth in Section 47605(d)(1) of the Education Code.

Enrollment Process

1. February will be considered open enrollment month. All current students must be re-enrolled and new applicants may request enrollment through the last Friday in February. The administration will endeavor to accommodate all students who have registered by the end of February.

2. Students may choose from two educational options at the time of enrollment: the Onshore (full day campus classes) or Offshore (homeschool with optional choices of classes online, in the community, or on the school campus.) If there are not enough spaces available in the USA Onshore option to accommodate all the students who have registered for Onshore enrollment, a lottery will be held as required by state regulations to determine which students will gain admittance to the Onshore option. Those already enrolled in Offshore will be given first preference to fill the Onshore vacancies, followed by siblings of currently enrolled students, and then staff children. If spaces are still available, a lottery of additional students will then take place. The lottery will be held following the end of the open enrollment period. All students who do not gain enrollment through the lottery will be placed on a waiting list in the order in which their name is drawn in the lottery.

3. Students who wish to attend campus classes, but do not gain admittance to the Onshore option, will be offered admittance to the Offshore educational option while maintaining their place on the waiting list for classes. If sufficient teachers are not available to accommodate the number of Offshore students who wish to enroll, a lottery for homeschool vacancies will be held at the end of August.

4. *Uncharted Shores Academy* will not discourage a pupil from enrolling or seeking to enroll in the charter school nor encourage a pupil currently attending the Charter School to disenroll or transfer to another school for any reason, including, but not limited to, academic performance or because the pupil exhibits any of the characteristics listed in Education Code Section 47605(e)(2)(B)(iii). However, this does not supersede the legislation mandated by Ed Code Section 51747, as indicated in the following Independent Study Policies.

Independent Study Policies

Revised November 5, 2021

Policies #1-7 Mandated by Ed Code 51747(a)-(h) and AB 130, with revisions in AB 167

1. **Satisfactory Educational Progress is defined as:**
    a. **Daily Engagement:** Engagement in classes, resources, and/or supports provided by the school, and/or completion of educational activities, worth the time value of at least a minimum day, for at least 90% of the possible days of attendance, as delineated in the USA Local Control Accountability Plan, Goal 1,
    b. **Progress towards reaching proficiency** with required standards, concepts, and courses, as determined by the supervising teacher upon review of multiple measures of academic performance. Continued progress with student's IEP goals, progress on achieving proficiency on State mandated testing, quality academic assignment completion, improved school-wide benchmark assessments, and local assessment measures (such as student portfolios, student projects and presentations, teacher observations, and teacher-created assessments) will be evaluated, as delineated in the USA Local Control Accountability Plan, Goal 2.
    c. **Parent support** in keeping the student progressing with his/her education, as indicated in the Planned Educational Program Master Agreement and the USA Local Control Accountability Plan, Goal 3.

2. **Procedures for Tiered Re-Engagement Strategies:**
    a. **Daily Notification:** A day of lack of engagement in a required class session will initiate notification to the parent by the next day of the lack of participation.
    b. **Inform Parent that Student is on First Step of Tiered Policy:** A letter initiating notice that student has triggered the policy will take place as soon as a student has reached the time value of absences totaling 10% of the possible days of attendance within a four week period (2 days) or missed scheduled classes for 3 or more days within a four week period. The letter will detail possible subsequent consequences should the lack of attendance continue.
    c. **Warning:** A warning concerning pending probation will be sent to students missing assignments worth a cumulative time value of 5 days during a term or in danger of failing one or more academic subjects due to a lack of effort. The warning will be communicated to the parent in a letter detailing consequences of continued unsatisfactory progress.
    d. **Probation:** Missing assignments worth a cumulative time value of 10 days during the year or a lack of effort in one or more academic subjects for a period of two weeks after the warning letter will place a student on probation, and a probationary conference notice will be set up for the parent and student.
    e. **Conference:** Upon probation placement, the parents will be notified of the student's probationary status, and a conference will be held with the student, parents, teacher, and administrator to determine the reasons for the lack of attendance credit, assess student academic progress, and to implement additional resources for the student. The meeting will include the following elements:
        - Verification of parent and student's current contact information, and verification that the parent and or student possess the contact information for the supervising teacher.

- A clear presentation by the administrator of the school's definition of satisfactory educational progress and a clear presentation by the supervising teacher of the factors involved with the apparent lack of progress by the student.
- A discussion of community resources and services, including connections with health and social services as needed.
- A presentation of the resources, supports, and materials that the school can provide to students, and a requirement to access one or more of these resources, supports, and/or materials as deemed expedient.
- A discussion by the team as to whether independent study is in the best interest of the student.
- An evaluation of student needs, and determination of the terms of probation with which the student should comply if the student is to continue with independent study.
- An official document detailing the discussion and the terms of the probation (including the length of probation) will be provided to the parent and placed in the student's permanent file.
- If a parent does not attend the mandated conference without contacting the administrator for a reprieve, the student will be immediately be transferred to a classroom based school without a probationary period.

f. **Weekly Notification:** After the probation conference, attendance credit for completed assignments will be computed on a weekly basis and parents will be provided with a physical or virtual report of the student's attendance and academic progress. Any non-compliance with the terms of the probation will be clearly communicated to the parent and student in the weekly report.

g. **Contact of Truancy Officer:** The truancy officer for the County will be notified of any non-compliance which results in additional absences after the placement of the student on probation.

h. **Transition to a classroom-based school:** A transition to a classroom-based option will be deemed mandatory if there has been a cumulative lack of attendance for over 10% of the possible school instructional days for the year or for a student who has sufficient attendance but has a failing grade in one or more academic subjects at the end of the term.

i. **District notified:** Notification will go out to the district of any student who needs to transition to a classroom-based school, a copy of the notification will be placed in the student's permanent file, and the parent will be mailed a letter requesting the student to enroll in the District program. USA will follow up with the student to ensure compliance with enrollment in a public or private classroom school.

3. **Maximum Length of Time by grade level and type of program that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work:** The time expected to complete an assignment will vary, depending upon the complexity of the assignment and the ability of the student, but in all cases, assignments must be submitted on or prior to the last day of the term in order for the student to receive attendance credit for that assignment. An assignment may be a project which takes all term, or an individual worksheet which can be completed in 10 minutes. The length and expectations will vary with grade, student, and purpose. The supervising teacher, in consultation with the parent as appropriate, will determine the appropriate length of time, time value, and due date of the assignment for each student, and the appropriate daily tasks that will comprise the time value for a school day.

4. **Educational Content Provided for *Offshore* Students will be aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person *Onshore* instruction.** Although curriculum is varied, all students will be working towards proficiency on grade level standards or the goals indicated in their Individual Education Plan. A checklist of math, reading, and writing standards applicable to each student will be made available to parents, and progress towards proficiency will be indicated on the end of term Report Card.

5. **Provision of Synchronous Instruction and Live Interaction:** USA will continue to provide daily in-person academic classes (as regulations and conditions allow) for all students in Kindergarten through 8th Grade who sign up for the *Onshore* educational program. Those in the *Offshore* educational program will receive opportunities for the following:
    a. Daily synchronous online instruction for students in grades TK-3rd grade.
    b. Weekly in-person or synchronous online instruction for students in 4th-9th grade.
    c. A Daily Live online interactive "Teacher Talk" time focusing on the social and emotional needs of the students, including instructional support for struggling students.
    d. Educational activities and events for families throughout the school year.

6. **Transition process for families who wish to return to in-person classroom instruction**. Upon parent request, USA will facilitate the return to the District to in-person instruction within five school days by notifying the District of the request and the parent of the process for enrollment at the District school**.**

7. **Upon parent request, a meeting may be held where the parent may ask questions about educational options, curriculum offerings, and nonacademic supports before signing the Master Agreement:** The administrator endeavors to speak personally with all parents who wish to enroll in the school before they sign the Master Agreement. Any requests for a meeting will be honored in a timely manner**.**

8. **Promotion Policies:**
    1) Students who attain 90% or more c**ompletion of quality assignments** (as pertinent to the student's ability and goals) will be promoted to the next grade. Less than 90% assignment completion, especially if **missing more than 20% of academic assignments** (see #11 *Core Academic Subjects)*, or continued poor quality of assignments, may indicate a recommendation for retention. Attainment of IEP goals will be reviewed in considering such a recommendation for Special Education students, and students already retained will be given other interventions.

2) **Quality Assignments** will be determined by the Supervising Teacher in consultation with parents and after review of the student's **benchmark screening** and IEP goals, as applicable.
3) **Benchmark screening** for reading and math will determine appropriate materials to be ordered for the student and placement of the student in the appropriate class (whether on campus, online, or in the community). USA will attempt to place students who attend campus classes in academically and socially appropriate groups despite the grade level of the student. Offshore students usually receive personalized materials at the level indicated according to the benchmark tests.
4) Students will be allowed to progress at their own pace as long as they are showing **adequate progress** as determined by the Supervising Teacher using multiple local assessment measures and as required by independent study law. Retention of students who are working below their grade level will take place as recommended by teachers and approved by parents. For Special Education students, the IEP team will be consulted before the retention of the student.

5) **A child under the age of 6 may enter first grade, and a student in grades 1-7 may be promoted more than one grade** only if he/she meets the following requirements:
    1. Student is found to be academically ready after evaluation by an administrator and/or teacher using USA's locally developed end-of-the-year kindergarten academic benchmark screening for first grade enrollment or using multiple local measures of assessment for promotion into grades 3-9, which may include state approved assessment measures.
    2. Student exhibits social, emotional, and physical readiness for the grade he/she is entering.
    3. Parents of the student agree to the promotion after a discussion with the administrator and teacher regarding the long-term effects of promotion.
    4. Parent signs an agreement for promotion.

9. **Retention Policies:**
    a. Students who **have difficulty attaining a 90% or more completion of quality assignments** at the student's grade level will be assessed by the supervising teacher to determine if a referral to the Special Education team for assessment should be recommended.
    b. If a student does not qualify for Special Education and there is less than 90% assignment completion, especially if **missing more than 20% of academic assignments** (see policy #10 *Core Academic Subjects)*, or continued poor quality of assignments, it may indicate a recommendation for retention. Attainment of IEP goals will be reviewed in considering such a recommendation for Special Education students.
    c. Students considered for retention due to lack of assignment completion will have general **academic performance reviewed** by the Supervising Teacher or the Special Education Teacher, as applicable, using multiple local assessment measures and at least one state-approved assessment measure, as applicable to the student.
    d. **Age and social/emotional ability** will also be considered prior to recommendation for retention.
    e. If a recommendation for retention is made by the supervising teacher, **parents will be consulted** during a conference with the administrator, long-term effects of retention will be discussed, and parent views will be considered in the final decision. The parent and teacher will sign a retention agreement.

f. **Parents, or the student themselves, may also request retention**, and the above factors will be considered before approving such retention.

10. **Requirements for Graduation from 8th Grade:**
    a. Students in 8th grade who attain 90% or more c**ompletion of quality assignments** (as pertinent to the student's ability and goals) and show satisfactory educational progress (as determined in policy #1) will graduate at the end of the year, and be promoted to high school with an 8th Grade Graduation certificate certifying completion of Elementary School requirements and advancement to high school.
    b. Students who have **exhibited inadequate progress**, including students with an IEP who have not attempted to reach their goals, may be issued a certificate of advancement to high school without specification of completion status. A documentation to the lack of completion of requirements will be noted in the student's permanent file.

11. **Core Academic Subjects:**
    1. The basic academic subjects of **Language Arts, Math, Social Science, Science** are the core subjects recognized for the Uncharted Shores Academy independent study program, and will be the subjects for which work samples are required.
    2. **Additional educational subjects** may be offered for non-academic education and may be personalized according to the student's aptitudes and interests, such as Band, Piano, Art, Drama, Presentation Skills, Sports, Sewing, Woodworking, etc. Not all students will study the same educational non-academic subjects, but all will complete the four basic academic subjects as appropriate for the student's grade and/or ability, unless otherwise designated in the student's IEP. In that case, the student's IEP goals will be consulted to determine the appropriate goals.
    3. Student lessons will address the **Common Core Standards**, as applicable to the academic subject, grade, and/or ability of the student.
    4. As an independent study option school, students will only receive **attendance credit according to work completed**, not just for attendance at site-based or virtual classes.
    5. The courses and credits attained at Uncharted Shores Academy will be of sufficient rigor and development to be accepted at other public schools throughout the nation, and be substantially **equivalent in quality and quantity** to classroom instruction. (CCR Section 11701.5)

12. **Master Agreement:**
    A *Planned Educational Program (PEP)* Master Agreement will be signed by the parent, student, and teacher prior to the beginning of every school year which delineates the responsibilities of the parent, student, and teacher in carrying out the education of the student. The PEP agreement will address the following requirements:
    a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting his/her progress, and communicating to the parent of the progress.
    b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
    c. The specific resources, including materials and personnel, that will be made available to the pupil, including access to connectivity and devices adequate for participation in the educational program and assigned work.

d. A statement regarding the maximum length of time allowed to complete the assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the pupil should be allowed to continue in independent study.
e. The duration of the independent study agreement, indicating the school year.
f. A statement regarding the measures of academic accomplishment appropriate to the agreement to be earned by the pupil upon completion. For USA, a student's promotion to the next grade level is based on the completion of 90% of the total days of attendance and satisfactory educational progress.
g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas.
h. The inclusion of a statement indicating that independent study is optional.

13. **Other Regulations Pertinent to Independent Study:**
    a. **Definitions relating to Independent Study requirements:**
        1. **Daily Engagement:** CCR section 11960(a)

Attendance means the attendance of charter school pupils while engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools.

        2. **Time Value:** Ed Code Section 51747.5(b)

Apportionment credit may only be claimed for independent study to the extent of time value of student work products as it is personally judged in each instance by a certified teacher. It is the intent of the Legislature that teachers be given access to digital assignment tracking systems to reduce the workload associated with evaluating and accounting for pupil work.

        3. **Supervising Teacher**: Ed Code section 51747.5; CCR 11700(b)

Independent Study of each student shall be coordinated, evaluated, and under the general supervision of an employee of the school who possesses a valid certification document pursuant to Ed Code Section 44865 or an emergency credential pursuant to section 44300. General supervision means the supervising teacher's

1. Continuing oversight of the study design, implementation plan, allocation of resources, and evaluation of student progress in Independent Study.
2. Personal determination or personal review of the determination made by another certificated teacher of the time value for apportionment purposes of each student's work products.

    b. **Funds or Things of Value:** No non-classroom based school may claim state funding for the independent study of a pupil if the charter school has provided any funds or other thing of value to the pupil or his/her parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parent or guardian. Providing access to connectivity and local educational agency owned devices to participate in an independent study program and complete assigned work shall not be considered funds or other things of value. (Ed Code 51747.3(a)

    c. **Pupil-Teacher Ratio:** The ratio of average daily attendance for independent study students to full time equivalent certificated employees (FTE) responsible for independent study shall not exceed a pupil-teacher ratio of 25:1.

d. **Special Education:** No individual with exceptional needs may participate in independent study unless his or her Individualized Educational Program (IEP) specifically provides for that participation, and he/she is offered a return to the classroom-based school should it be desired.

14. **Documentation Requirements:**
    a. A local educational agency shall **document each pupil's participation in live interaction and synchronous instruction** pursuant to 51747 on each school day, as applicable, in whole or in part, for which the independent study is provided.
    b. A **daily attendance credit register** (separate from the class attendance records and as appropriate to the program in which pupils are enrolled) shall be maintained on a current basis as time values of pupil work products as personally judged by a certificated teacher. (CA Code of Regulations section 11703) A pupil who is does not participate in independent study on a school day shall be documented as non-participatory for that school day. (Ed Code 5147.5).
    *USA teachers will keep a **Daily Attendance Credit Register** (either written or computer-based) indicating completion of Educational Activities worth the time value for a minimum school day, with class attendance listed separately. Satisfactory completion of assignments and assessment grades may also be noted in this register.*
    c. A local agency shall maintain written or computer-based evidence of pupil engagement that includes, but is not limited to, **a grade book or summary document for each class that lists all assignments, assessments, and associated grades.** (Ed Code 5147) *USA teachers will keep a **Teacher Planner** which summarizes all assignments and activities for each student. Student completion of assignments and activities, along with assessment grades may be kept in the **Daily Attendance Credit Register** or in a separate written or computer-based **Grade Book.***
    d. **Curriculum undertaken and curriculum completed records** should also be maintained (CA Code of Regulations section 11703). *For USA, curriculum will be understood to mean educational activities completed which address the Common Core Standards. The records of standards completed for the academic subjects will be indicated in the **Teacher's Record of Academic Performance** (commonly referred to as the student's term report card), which will also verify, with the teacher's signature, the attendance of the student for the term.*
    e. *The (1) Planned Educational Program Master Agreement, (2) Teacher's Record of Academic Performance with attendance verification, and (3) representative samples of each pupil's work products will be maintained in an **individual student audit file*** as required by CA Code of Regulations section 11703.
    f. All records, as described in a-e above, must be **maintained by the school for 3 years after the completion of the audit** required by Ed Code section 41020. (CCR sections 16023, 16026, and 11703)
    g. All records, as described above, **may be maintained as an electronic file**, which is now allowable for auditing purposes. (Ed Code 51747 (g); 9(B)
    h. Transcripts of student work completion must be maintained in a permanent file. (CCR Section 11704)

STUDENT CONDUCT

A. **Policy of Respect**

USA maintains a one-word code of conduct: RESPECT. Students, staff, and visiting parents are expected to act respectfully towards one another. Respect includes speaking respectfully, acting in a respectful manner, and maintaining a respectful attitude. Respect extends to showing self-respect for one's own abilities and a respect for the school facility and school materials. Attitudes and behaviors that promote mutual respect and harmonious relations will be continuously encouraged. USA partners with parents in reinforcing student character growth, particularly in the area of respect. *USA* staff will be expected to work closely with parents to reinforce these behavioral expectations.

Harassment, discrimination, intimidation and bullying, including cyber-bullying, is a violation of the USA School policy of respect and will not be tolerated. USA has enacted standards of student conduct that are intended to maintain an orderly and safe environment that is conducive to learning. Students are expected to abide by these standards whether they are on the school grounds or engaged in educational activities at home. Students, staff, and parents are encouraged to report promptly any instances of bullying, discrimination, or intimidation to the USA administration. Reports may be made anonymously through a written letter and all forms of retaliation in response to such reporting is prohibited. In accordance with this Policy, students receive training regarding the negative impact of bullying on the learning environment during character education lessons. Staff are also trained on the awareness of their legal duty to address harassment and are given access to the CDE's training module addressing bullying at school.

USA promotes non-violent conflict resolution techniques. To this end, students are provided with positive opportunities to voice their concerns about school policies and practices. Parents are encouraged to contact the school if they have any concerns. Teachers are asked to contact parents when students have behavioral issues. Meanwhile, the administration strives to bring together parents, students, and staff to discuss conduct issues. USA makes a concerted effort to resolve all instances of disrespect in a manner that will enhance the student's respect for himself and others. Additionally, USA uses restorative discipline techniques to encourage students to continually improve their abilities to show respectful behavior in all areas of their lives.

B. Dress Code

In keeping with our policy of respect, USA students are expected to maintain a presentable image while attending classes at USA and show respect for themselves in their appearance. Therefore, clothing with slang or derogatory slogans, words, or pictures/graphics will not be tolerated. References to alcohol, drugs, tobacco, or sexual innuendos are not acceptable. Distracting jewelry, body piercings, tattoos, or unusual make up should be avoided. Revealing or sexually provocative clothing is not allowed. All students should maintain a clean, neat appearance with suitable clothing appropriate for the activities they will be pursuing during the day. This includes good grooming and personal hygiene habits.

Safety must be a consideration as well, and all students must refrain from wearing clothing, shoes, or jewelry that could pose a safety hazard to themselves or others. Students need to be particularly careful to wear appropriate shoes during athletic events and on field trips.

USA has logo clothing available to order through the local business, *Creative Graphics.* Students are encouraged to wear clothing with the USA logo or red, white, and blue clothing, especially on Fridays and during field trips. If students are dressed similarly, it's easier to keep them together and for the field trip chaperones to identify the students in our school.

C. Student Discipline Procedures

Respect is the main trait USA would like students to master, as we believe that will go a long way in helping them be adults who are able make our world a better place. We want to teach this trait in every aspect of our day and assist students in gaining mastery in exhibiting respectful behavior. Discipline is focused on assisting students to attain self-discipline rather than forcing students to comply by using threats or punitive measures.

Uncharted Shores Academy staff are becoming trained in a "Love and Logic" discipline approach and believe in restorative discipline rather than punitive punishment. This means we wish to restore students to a respectful state of mind by encouraging students to identify their own problems and come to their own solutions. The following basic discipline policy will generally be followed in all site-based classes to attain the desired result of bringing the student to an acknowledgement of his/her behavior and helping him/her come to a solution:

1. Adults model desired behavior
2. Adults verbally reward good behavior, and encourage other students to do so as well
3. An adult will issue a specific verbal statement to an individual misbehaving student that pinpoints the specific behavior and why it is disrespectful
4. Adults will give student a time for reflection and consideration of other options
5. Teachers will partner with parents to address the behavior at both home and school
6. Student will implement a behavior plan to track his/her own behavior
7. Parent, teacher, administrator, and student (Student Study Team) will develop a plan to implement appropriate consequences and actions to take if behavior continues to be repetitive, unresolved, or escalates in frequency.
8. If student refuses to participate in attempting to resolve the behavior, the consequence will ultimately be removal from the campus class
9. Violent, belligerent, or unsafe behavior is never acceptable. A single significant instance will lead to placement on home study and exclusion from the classroom options.

The following escalating consequences may be implemented by the administrator as needed:

1. Office study or home study for the rest of the day
2. A week on home study
3. Placement in the Offshore program for permanent home study for the rest of the year

Appropriate behavior is expected not only in campus classes, but in attendance at any class in which a student is enrolled in the community. Payment for community classes will not be continued should evidence of misbehavior or non-attendance be provided to the school.

As *USA* is an independent study school, class attendance at *USA* is a privilege, and we expect that students will act accordingly. Students are expected to exhibit respect for the privilege of class instruction at all times. Students who cannot maintain a respectful attitude can expect to be referred to home study.

C. Student Expulsion

Students shall be recommended for expulsion in accordance with School Board Policy upon determination that the student has committed one of the acts leading to expulsion as delineated in the Education Code. The *USA* Governing Board may recommend any student for expulsion whom they deem to be a threat to the safe and productive operation of the school. This includes expulsion for violent or illegal activities outside of school, disruption of school activities, or willful defiance of the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. The Board will conduct expulsion hearings in accordance with recommendations from the *USA* Executive Director.

These procedures will be amended as required by law to protect the rights of students with disabilities or exceptional needs. This includes, but is not limited to, convening an individual educational plan team if a home study referral lasts beyond five days or in the event that expulsion is recommended. The school will notify the county of any expulsions and will include suspension and expulsion data in its annual performance report.

Uncharted Shores Academy is not under the Education Code, but will usually follow the same suspension and expulsion policies as delineated in the Education Code. Additionally, USA will institute other suspension and expulsion policies as the Governing Board deems necessary in order to fulfill the purpose and mission of the charter. The following are the reasons for expulsion listed in the Education Code:

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 in self-defense.
c. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of objects of this type, the student has obtained written permission to possess the item from a certificated school employee which is concurred by the principal or the designee of the principal. "Firearm" means any device designed to be used as a weapon from which is expelled, through a barrel, a projectile by the force of any explosion or other form of combustion. Examples of "dangerous object" include, but are not limited to: B.B. guns, pellet guns, air rifles, pepper spray, razors, laser pointers, brass knuckles, fist packs, nunchaku, and any object likely to cause injury to person or property that has no reasonable use at school.
d. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
e. Unlawfully offered, arranged, or negotiated to sell any controlled substance, or an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
f. Committed or attempted to commit robbery or extortion.
g. Caused or attempted to cause damage to school property or private property.
h. Stole or attempted to steal school property or private property.
i. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a student of his/her own prescription products.
j. Committed an obscene act or engaged in habitual profanity or vulgarity.
k. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
l. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
m. Knowingly received stolen school property or private property.
n. Possessed an imitation firearm.
o. Committed or attempted to commit a sexual assault as defined in Penal Code section 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4.
p. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
q. Committed sexual harassment as defined in the Education Code. The sexual harassment 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.
r. Caused, attempted to cause, or participated in an act of hate or violence as defined in subdivision (e) of Education Code Section 233.
s. Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or groups of pupils by creating an intimidating or hostile education environment (EC 48900.4).
t. Made a terrorist threat against school official(s) or school property, or both. (EC 48900.7). "Terrorist threats" 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 ($1,000) dollars, 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 fact and under the circumstances in which it was 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 his or her own safety or for his or her immediate family

Safety Policies & Procedures

A. Child Abuse Reporting Procedures

All school staff are fingerprinted prior to employment and are directed to actively monitor the safety and welfare of all students. Staff must understand their responsibility as child care custodians and immediately report all cases of suspected abuse. To ensure that school staff have adequate training, school administrators, teachers and other school employees participate in annual training in child abuse identification and reporting procedures. Reporting requirements and confidentiality rights are provided as part of the training. Uncharted Shores Academy staff will treat all parents with utmost respect, in a non-judgmental manner, and honor all laws surrounding confidentiality of child abuse reporting.

When a school employee suspects abuse, a verbal and/or a written report is made to the Child Protective Services within the time requirements mandated by law. School staff work closely with law enforcement and Child Protective Services with any follow-up actions that are needed. In addition, considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in a locked file in the administrator's office. Employees shall refrain from discussing or disseminating information concerning CPS reports, and relegate all further action to the authorities given the responsibility to investigate such reports.

B. Disaster Plan

The scope of this plan encompasses a broad array of potential emergency situations. Protocols are posted at the school site. This plan addresses both the broad safety issues and the specific logistical aspects of preparedness. *USA* has assigned school personnel roles and responsibilities to execute in case of an emergency. This information will be updated annually. A site map is
posted at the school site with the emergency protocols. An Emergency Disaster Kit is maintained in each classroom and in place at each exit. Parents may view the disaster plan at the school office during normal office hours.

C. Availability of Health Services

USA does not offer vision, hearing, and scoliosis screening, but these services are available through local health agencies. Information concerning health agencies which may provide these services is available in the school office.

D. Confidentiality Clause

Confidentiality of all student and employee records and information will be maintained according to applicable State and Federal laws, including the Federal Right To Privacy.

Notice To Parents/Guardians Of Important Legal Rights

California Education Code Section 38980(a) requires the governing board of each school district to notify parents or guardians of the following rights and responsibilities at the beginning of each school year. *It is important to understand, however, that charter schools are not under the education code and are not bound by these regulations.* We plan, however, to abide by the following regulations, except when these regulations interfere with the parent's right to educate their child, as noted. Please refer to the education code indicated for further information regarding the right or responsibility. The education code may be found online or requested for viewing at the Del Norte County Office of Education.

A. ATTENDANCE AND DISCIPLINE

1. Minimum Days and Pupil-Free Staff Development Days (Ed. Code 48980c)

Parents/guardians will be informed of *USA*'s schedule of minimum days and pupil-free staff development days. A copy of the school calendar is included in this handbook.

2. Disciplinary Rules and Procedures (Ed. Code 35291)

Uncharted Shores Academy has prescribed rules and procedures on school discipline (see Student Conduct).

3. Absences for Religious Purposes (Ed. Code 46014)

With your written consent, your child may be excused from school classes in order to participate in religious exercises or to receive moral and religious instruction at his or her place of worship or at other suitable place or places away from school property designated by the religious group, church or denomination. No pupil shall be excused from classes for such purposes on more than four days per school month and all assignments for attendance credit are still due.

4. Discipline-Parental Involvement (Ed. Code 48900.1)

School Districts are required to adopt a policy that allows a teacher to require the parents of an unruly or disruptive pupil to spend a portion of the school day in the child's classroom. The measure prohibits an employer from taking action against a parent who attends school in accordance with the provisions of this act. Parents are required to partner with the school in meeting the education of their child as a regular policy of USA, and requiring a parent in the classroom may be included in this partnership.

B. SCHOOL SAFETY

1**. Use of Video Cameras** (BP 5145.14, AR 5131.1)

In order to insure the health, welfare and safety of staff and students, to maintain and improve student discipline, and to protect and maintain district property, video cameras may be used in schools and school buses without obtaining parental permission.

2. Asbestos Management Plan

USA will operate only in buildings free of asbestos contamination.

C. HEALTH

1. Medical Services Information (Ed. Code 46010.1)

According to the education code, school authorities may excuse any student from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. However, as a charter school, we are not under the education code and will obtain parental permission prior to excusing a child for medical reasons, as we feel this education code provision violates the parent's right to direct the education and well-being of their child.

2. Control of Communicable Disease (Ed. Code 49403)

We are not planning to conduct any immunization programs at *USA*. However, if we do, parents will be notified of the immunizations and parent consent obtained prior to administering immunizations to the child. However, students may obtain appropriate immunizations at other public schools, and parents will be notified of such immunization programs should they occur.

3. Immunizations (Ed. Code 48216)

A pupil may not be admitted to or may be excluded from school if they have not been fully immunized against Diphtheria, Pertussis (whooping cough), Hepatitis B, Tetanus, Poliomyelitis, Measles, Mumps, Varicella (chicken pox), and Rubella in the manner and with immunizing agents approved by the State Department. Effective July 1, 1999, a seventh grade entry requirement for a 3-dose series of Hepatitis B vaccine and a second dose of Measles containing vaccine (e.g., MMR) was enacted.

These immunizations are available from the County Health Department or your private physician. Documentary proof of immunization is required upon admission to a school. Exemptions from immunizations may be provided for medical reasons. *As of January 1, 2016, only home study students may be exempted from immunizations for personal belief reasons. However, K-6 grade students who have a personal belief exemption in place prior to this date will be allowed to continue in school until they reach 7th grade.* In the event of an outbreak of any one of these diseases, students who are not fully immunized must be temporarily excused from attending classes at the school for his/her protection, and will be placed on home study for the duration of the outbreak.

4. Administration of Prescribed and Non-Prescription Medication (Ed. Code 49423)

If during the regular school day your child is required to take medication prescribed for him or her by a physician, designated school personnel may assist your child in receiving the medication if the administrator receives a written statement from the physician detailing the method, amount, and time schedules by which the medication is to be taken and a written statement from you indicating your desire that USA assist your child in taking the medication.

5. Asthma Medication Law

Students who need to take asthma medication prescribed by a physician during the school day may carry and self-administer inhaled asthma medication if two requirements are met:

Requirement #1: USA must receive a written statement *from the physician* with the following information*:

a. The name of the medication;
b. How it is to be used;
c. Dosage;
d. Confirmation that the student is able to self-administer the medication.

Requirement #2: USA must receive a written statement *from the parent/foster parent/guardian* with the following information*:

a. Consent allowing the student to self administer his/her asthma medication:
b. Release allowing the school nurse or other designated school personnel to consult with the student's physician if questions or concerns arise;
c. Release absolving *USA* and school personnel from civil liability if the self-administering student suffers an adverse reaction.

Written authorization from the student's physician and parent/guardian must be updated **annually or whenever the medication or procedure for taking it changes.*

6. Notification of School for Continuing Medication (Ed. Code 49480)

Parent/guardian is to inform the school nurse or other designated certificated school employee of medication given to a pupil on a continuing basis for a non-episodic condition. The type of medication, current dosage, and the name of the supervising physician are to be given to the designated individual. With your consent, the nurse or other designated school employee may communicate with the physician and may counsel school personnel regarding the possible effects of the medication on the student.

7. Physical Examinations (Ed. Code 49451)

A parent or guardian having control or charge of any child enrolled in the public schools may file annually with the principal of the school a signed written statement indicating that parent/guardian will not consent to a physical examination of this child. Such a statement is not necessary at USA as physical examinations are not conducted. However, whenever there is good reason to believe your child is suffering from a recognized contagious or infectious disease, your child will be sent home and not be permitted to return until the school authorities receive notice from a medical professional that no contagious or infectious disease exists.

8. Kindergarten and First Grade Physical Exam

(AR 5141.32, Health & Safety Code 124040, 124085 & 124105)

State law requires that for each child enrolling in first grade, the parent must present a certificate, signed by a physician, verifying that the child has received a physical exam within the last 18 months. These services may be available at no cost through Child Health and Disability Prevention Program (CHDP). You may find it convenient to have your child immunized at the same time that the physical exam is conducted.

9. Student Medical Insurance (Ed. Code 49472)

Uncharted Shores Academy does not offer student medical insurance at this time.

10. Nutrition Program (Ed. Code 49510-49520)

USA does not offer a lunch program due to an inadequate kitchen and lack of funding.

D. INSTRUCTION

1. Prohibition of Sexual Bias in Course of Study (Ed. Code 221.5)

Elementary schools, commencing with seventh (7th) grade, and high schools, are required to offer classes and courses to its pupils without regard to sex of the student and shall provide counseling in career, vocational or higher education opportunities without regard to the sex of the student counseled. *USA* is not under the education code and may or may not offer these counseling opportunities. If career, vocational, or educational counseling is offered by a USA school, parents may participate in the counseling sessions and decisions, and they will be offered to both boys and girls.

2. Harmful or Destructive Use of Animals (Ed. Code 32255)

Any pupil with a moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, shall notify their teacher regarding this objection. If a pupil chooses to refrain from participation in an education project involving the harmful or destructive use of animals, and if the teacher believes that an adequate alternative education project is possible, the teacher may work with the pupil for the purpose of providing the pupil an alternate avenue for obtaining the knowledge, information, or experience required by the course of study in question. Any objection must be substantiated by a note from the pupil's parent or guardian and delivered to the pupil's teacher.

3. Individual Instruction for Pupils Temporarily Disabled

(Ed. Code 48206.3, 48207,48208)

A pupil with a temporary disability, which makes attendance in the regular day classes or an alternative education program impossible or inadvisable, is entitled to receive individual instruction. If you have a child with a temporary disability, who is in a hospital or other residential health facility (excluding a state hospital) located outside of the school district in which you reside, it is your responsibility to notify the school district in which the hospital is located of your child's presence in that district. For USA students, nearly all issues concerning education of students with temporary disabilities can be resolved using Uncharted Shores Academy's home study program.

4. Health, Family Life and Sex Education, HIV/AIDS Instruction (Ed. Code 51938)

Teachers will not conduct HIV/AIDS and sex education at *USA*. This education will be provided by the parents at home with their child. Health instruction at school will be limited to healthy living, including hygiene, safety, nutrition, and exercise. However, parents who wish to have additional materials to assist with home education concerning family life and sex education may contact the school director to obtain information and materials.

5. Special Education (Ed. Code 56301-56329)

Pupils with exceptional needs are entitled to a free appropriate public education under state and federal law. An assessment of the student's individual educational needs must be conducted before he or she is placed in a special education program. Your written consent as a parent/guardian is required before assessment, unless the school district prevails in a due process hearing relating to the assessment. You may also request referral to a special education program for your child. If an assessment is conducted you may request a copy of the assessment findings on your child and may attend a student study team conference to discuss the team recommendations. You may request a due process hearing (Ed. code 56501) if there is a proposal to or a refusal to initiate or change the identification, assessment, or educational placement of your child or the provision of a free appropriate public education for your child. Complaints concerning special education programs shall be addressed in accordance with the Uniform Complaint Procedures explained in section IX.

6. Child Abuse Prevention Training Program

Parents have the right to refuse to allow their children to participate in a child abuse prevention program. (Welf. & Inst. Code 8976.5). Parents will be notified if such a program is to be provided at Uncharted Shores Academy.

7. Pupil Internet Access & Cell Phone Use (Ed Code 51870.5, 48980(h))

A school district that provides pupils with access to the Internet and on-line services shall adopt a policy regarding such access and inform parents of "harmful matter" as defined in Penal code 313 subd. (a). The *USA* policy is as follows:

Students may use school technology only for legitimate educational purposes, which may include class work and independent research that is similar to the subjects studied in school. Students shall not access entertainment sites, such as social networking sites or gaming sites, except for legitimate educational purposes under the supervision of a teacher or the student's parent/guardian.

Students and staff may not share or post personal information about or images of any student or staff member without permission from that student or staff member. This includes postings that take place outside of the school campus or outside of school hours. Personal cell phones and other digital devices also come under this Acceptable Use Policy. To ensure that cell phones and other digital devices do not violate this regulation, USA bans cell phones and digital device use by students on campus unless authorized by school personnel. If a parent desires a student to have a phone or device after school, the parent must deliver the request in writing to the school administrator, and the student must keep the phone or digital device off for the duration of the school day.

School technology is for use by authorized individuals only. Any unauthorized access to these systems is prohibited and is subject to criminal and civil penalties under Federal Laws (including, but not limited to Public Laws 83-703 and 990474). Individuals using these systems are subject to having all activities on these systems monitored by system or security personnel. Anyone using these systems expressly consents to such monitoring. [#E6163.4 (a)].

8. Pupil right to a free education (EC 49010, article 5.5)

Pupils enrolled in a public school must not be required to pay a pupil fee, including a use deposit, for participation in any educational activity, including, but not limited to, curricular and extracurricular activities. All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge. This prohibition is not to be interpreted to prohibit solicitation of voluntary donations, voluntary participation in fundraising activities, or schools and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

9. Teacher and Paraprofessional Qualifications

Parents are advised that they have a right to request information regarding the professional qualifications of their child's teacher and paraprofessionals serving their child.

10. State Assessment Program (CAASSP) (EC 60615)

All students in grades 3 through 8, &11 must participate in California State testing. Students learning English and students in special education programs are included. Parents or guardians can submit a written request to the director if they do not wish to have their student take any or all parts of the required annual tests.

11. Non-Discrimination Statement (BP 0410)

USA does not discriminate on the basis of gender, race, color, religion, ancestry, national origin, sex, ethnic group, marital or parental status, physical or mental disability, sexual orientation or handicap in its education program and activities, or employment practices.

12. Section 504 of the Rehabilitation Act Rights and Appeals Procedures

- Section 504 of the Rehabilitation Act prohibits discrimination against students with mental or physical disabilities that substantially limit a major life activity.
- Under Section 504, such students are eligible to receive reasonable accommodations designed to meet their needs as adequately as the needs of non-disabled students are met.
- Students have the right to a free, appropriate public education. This includes the right to be educated with peers within the general school setting in a variety of programs which promote maximum interaction to benefit all students.
- You have the right to have the school district make reasonable accommodations to allow your student an equal opportunity to participate in school and school-related activities.
- You have the right to receive a full, clear and understandable explanation of all procedural safeguards and rights of appeal in a language that you understand.
- All students will be given an equal opportunity to participate in nonacademic and extra-curricular activities offered by the district.
- The confidentiality of your student's records shall be maintained.
- You may examine relevant records concerning your student.
- Copies of records may be requested. The district may charge a reasonable fee for copying them unless you cannot afford such fees.
- Parents/guardians/surrogates may challenge the contents of student records.
- You may initiate a referral, requesting that school staff determine whether your student is eligible for Section 504 services.
- An evaluation will be conducted if the district suspects that your student has a disability that substantially limits a major life activity.
- You will be given notice of meetings to discuss the evaluation of your student, when appropriate.
- Any private, independent educational assessments you may have will be considered by the district's Section 504 committee.

- You have the right to be notified prior to, participate in, have a representative at, and present information at Section 504 meeting (s) when appropriate.
- An evaluation and educational and placement decision will be based upon a variety of information and by individuals who know the student and understand available accommodation information and options.
- When appropriate, your student may participate in the meeting(s).
- If necessary, you may request that meetings be conducted with an interpreter.
- Section 504 eligibility and services will be determined within a reasonable time frame and be reflected on a Section 504 Student Accommodation Plan.
- Your student's Section 504 Accommodation Plan will be reviewed at least annually.
- A copy of the Section 504 Accommodation Plan shall be provided in your primary language at your request.
- You and the *USA* director may meet informally to resolve differences.
- After receiving the Section 504 identification screening evaluation or educational placement of a student with disabilities under Section 504, you may initiate the following procedures:

⇒ Within 20 school days, submit in writing, your disagreement and request that the director of student services/504 coordinator review the plan in an attempt to resolve the disagreement. This review shall be held within 20 school days of receiving the request. The parent/guardian shall be invited to attend the meeting at which the review is conducted.

⇒ If the disagreement continues, request in writing a Section 504 due-process hearing. The request shall include:

1 The specific nature of the decision with which the parent/guardian disagrees.

2 The specific relief the parent/guardian seeks.

3 Any other information the parent/guardian believes is pertinent.

⇒ Within 20 school days of receiving the due-process hearing request, the 504 Coordinator shall select an impartial hearing officer. This 20-day period may be extended with good cause or by mutual agreement of the parties.

⇒ Within 45 school days of the selection of the hearing officer, the Section 504 due-process hearing shall be conducted and a written decision mailed to all parties. This 45-school-day period may be extended with good cause or by mutual agreement of the parties. The 504 Coordinator shall represent *USA* at this hearing.

⇒ Any party to the hearing has the right to be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of Section 504-eligible students.

E. NOTIFICATIONS

1. Megan's Law

Pursuant to Megan's Law (Section 290.4 of the Penal Code), information regarding specified registered sex offenders is available for public viewing at the main office of the local law enforcement agency in Crescent City or online.

2. Notification of Pesticide Application

It is the goal of the *USA* to provide the safest and lowest risk approach to control pest problems while protecting students, staff, the environment and USA properties and assets. USA has adopted a Least-Toxic Integrated Pest Management (IPM) Policy. Pests will be controlled: to protect the health and safety of the students and staff; to maintain a productive learning environment; and, to maintain the integrity of the school buildings and grounds. It is the policy of USA to focus and develop long-term pest prevention methods and give "non-chemical" methods first consideration when selecting appropriate control measures. Chemical pesticides, if applicable, will not be applied when children are present.

The Healthy Act of 2000 requires all California school districts to annually notify parents and guardians of pesticides that may be applied to school property during the year. We will consider the full range of alternatives, giving preference to non-chemical methods, and then chemicals that pose the least hazard to people and the environment. You can find information regarding pesticides which may be used and pesticide use reduction at the Department of Pesticide Regulation's website at http://www.cdpr.ca.gov.

3. Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. They include the right to:

- *Consent* before students are required to submit a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education -
    1. Political affiliations or beliefs of the student or student's parent;
    2. Mental or psychological problems of the student or student's family;
    3. Sex behavior or attitudes;
    4. Illegal, anti-social, self-incriminating, or demeaning behavior
    5. Critical appraisals of others with whom respondents have close family relationships;
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    7. Religious practices, affiliations, or beliefs of the student or parents; or
    8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of –*
    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect,* upon request and before administration or use –
    1. Protected information surveys of students;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

4. Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request. ***USA intends to forward records to other school districts upon request only if we receive a request form which has been signed by the parent***.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

5. Harassment (Ed. Code 48980(g) and *Safe Place To Learn Act*

The USA Governing Board prohibits any type of harassment within any program or activity conducted by any and all USA educational institutions. California State Law establishes that it is the policy of the State to afford all persons in the State's public schools equal rights and opportunities regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic included in the State's definition of hate crimes. USA prohibits discrimination, harassment, and violence, including sexual harassment, intimidation and bullying. School personnel who witness such acts must take immediate steps to intervene.

Any student who engages in the harassment of any sort, even outside of school hours, may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment shall be subject to disciplinary action up to and including dismissal.

Harassment, as defined by law, is any action that is severe enough "to have a negative impact upon an individual's academic performance or create an intimidating educational environment." Teachers shall discuss this policy with their students in age-appropriate ways and should assure them they need not endure any form of sexual harassment.

Forms of harassment include:

1. Oral harassment such as derogatory comments, jokes, slurs, graphic verbal commentary about an individual's body or appearance, and graphic verbal commentary of a sexual nature.
2. Physical harassment such as unnecessary, unwelcome or offensive touching, or impeding or blocking movement.
3. Visual harassment such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, objects, or gestures.
4. Unwelcome sexual advances, requests, or demands for sexual favors, and other conduct of a sexual nature.

The Board expects students or staff to immediately report observed incidents of harassment to the teacher, station instructor, or to a school administrator. Any student who feels that they are being harassed should immediately contact the director or other administrator and follow the Uniform Complaint Procedures as outlined in Section IX of this Parent Handbook. Complaints of harassment can be filed in accordance with these procedures.

IX. Grievance Procedures

A parent or staff member who has a complaint or concern which cannot be resolved by instructional staff should contact the director. If a conference with the director does not resolve the issue, the matter may be taken before the Governing Board at a regular board meeting. Any individual may address the board for up to three minutes at the beginning of each regularly scheduled board meeting. If the matter warrants further consideration, the board will put the matter on the agenda for discussion at the next board meeting. Legal issues may be resolved using the Uniform Complaint Procedure, as described below.

Uniform Complaint Procedure

USA shall follow uniform complaint procedures pursuant to state regulations when addressing complaints alleging unlawful discrimination or failure to comply with the law in consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, pupil fees, and special education programs (cf /Ed. Code 35160.5, Title 5, Section 4600-4671). If any of these programs are being contracted out to the Del Norte Unified School District or the Del Norte County Office of Education, the complaint will be directed to the appropriate party at the district or county level. **The Director is the Uniform Complaint Officer for *USA*.**

The Uniform Complaint Procedures steps are described below:

1. Voice complaint at an official meeting with the Director. The Director will make a written memo of your complaint and try to resolve the issue.
2. If the issue requires an investigation, the investigation will be conducted within 5 working days of the meeting.

3. You may have a chance to meet with others to resolve the issue, if appropriate.
4. You will receive a written report regarding the disposition of the complaint within 20 working days of voicing an official complaint.
5. A written report of the findings shall include:
    a. Findings and disposition of the complaint, including corrective actions.
    b. Rationale for disposition;
    c. Notice of complainant's right to appeal within 15 days the decision to the California Department of Education;
    d. Detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved.
6. If you are not satisfied with the outcome of the investigation, you may appeal the decision to the California Department of Education (CDE) (within 15 days of receiving the final written report. In your CDE appeal, you must specify the reason(s) for your appeal, include copies of your original complaint and letter, and a copy of USA's decision. Contact information for CDE is as follows:

    Contact information for California Department of Education:
    Categorical Programs Complaints Management Unit, CDE
    1430 N Street, Suite 5408
    Sacramento, CA 95814
    (916) 319-0929
7. The complainant has the right to pursue any civil law remedies that may be available under state or federal discrimination laws, if applicable.

ADMISSION PACKET DOCUMENTS

The following documents are required for admission:

1. Registration
2. Emergency Form
3. Personalized Education Plan Agreement
4. Request for records from previous school (if applicable)
5. Parental permissions & restrictions
6. Contract of Expectations & Computer Agreement
7. (Free and Reduced Lunch) Form (needed for state funding)
8. If the student is in kindergarten, or is enrolling in a public school for the first time, we also need to have a birth certificate and shot records. Seventh grade needs record of the total immunizations required, including the T-Dap immunization. Students not properly immunized will not be allowed to attend site-based classes.

A COPY OF ANY DOCUMENT SIGNED BY PARENT MAY BE OBTAINED IN THE OFFICE