



Family Handbook
2023-24



HANDS-ON. MINDS OPEN. HEARTS IN!

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www.connectrwc.org

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Educational Program

The **mission** of Connect is to prepare students to be self-aware, responsible, life-long learners, motivated to meet the challenges of a rapidly changing world. We develop future leaders by expecting academic excellence, enhancing critical and creative thinking skills, cultivating curiosity, and fostering social and emotional development in a nurturing and caring community.

We respect the **individual** as we learn together.

We identify and **solve problems** creatively.

We practice daily acts of **compassion**.

We are motivated by **equity**.

We develop and model **optimism** while building resilience.

We build **relationships**.

Graduates of Connect Community Charter School have...

- ❖ Mastered core academic content
- ❖ School pride
- ❖ A vision for the future and the tools to realize it

Connect graduates are...

- ❖ *Self-directed learners*. They can...
 - Set goals, monitor their own progress, and self-reflect
 - See setbacks and mistakes as opportunities for growth
 - Accurately self-assess--personal strengths and weaknesses, learning preferences, mastery of skills and knowledge
 - Show initiative and are intrinsically motivated
- ❖ *Critical thinkers and problem solvers*. They can...
 - Design and implement interdisciplinary solutions based on identified needs
 - Formulate relevant questions and answer them
 - Compile and analyze pertinent data
 - Adapt and apply knowledge to creatively solve problems
- ❖ *Collaborators*. They can...
 - Get along with others in an inclusive environment
 - Solve peer conflicts independently and mediate conflicts between others
 - Cooperate to reach shared goals incorporating multiple points of view
- ❖ *Effective communicators*. They can...
 - Present their knowledge and thinking in a variety of ways, adapting for intended audience and purpose
 - Use the writing process to write for a variety of purposes
 - Speak with poise and presence and listen actively in turn
 - Access the creative arts as a mode of expression
- ❖ *Emotionally intelligent*. They...
 - Are self-aware with a positive, healthy self-image
 - Can self-manage
 - Are empathetic and compassionate
 - Make responsible decisions
- ❖ *Global citizens*. They...
 - Are empowered as productive community members to create change
 - Feel responsibility for their community and the environment
 - Are culturally aware and responsive
- ❖ *Healthy*. They...
 - Respect their bodies by making healthy choices about what they eat
 - Appreciate and engage in physical activity

Parent/Guardian Engagement

Parental involvement is an important part of student success. Simply by making the effort to join this community, you have shown that you care about the quality of your child's learning environment. Involved parents/guardians contribute in many different ways to support the school. This section covers five main topics related to parent engagement.

Commitment to Good Attendance:

1. Research shows that attending school regularly helps promote student achievement. See below for more details about our attendance policy. Parents/guardians should:
 - a. bring students to school every day unless they have a health problem, a family emergency, or other justifiable reason.
 - b. bring students to school on time
 - c. schedule doctor appointments for after school or during school breaks

Commitment to Good Communication:

1. The first part of having good communication with the school is to **read all communication from the school** so that you know what is going on and what is expected of you and your child. Teachers and school staff are relying on you to stay informed.
2. The second part of having good communication with the school is to **interact on a regular basis with your child's teacher, class coordinator, and the office**. For example, inform the office if your child will be absent, and talk to your teacher if your child is going through anything that might affect how they feel at school.

Commitment to Behavior that Creates a Safe, Supportive School Environment:

In order to provide an environment where students can focus completely on learning, all families must make a commitment to having a high expectation of safe and caring behavior. Children must follow all school rules and treat all members of our community respectfully. Parents should model the expected behavior when at school.

Commitment to Supporting your Child's Learning:

- Be willing to provide stability in the child's routine so that the child is getting enough sleep, nutrition, and time to work on homework.
- **Commit to regular attendance and to arriving on time in the morning. Missing school regularly can have long term negative effects on students academically and socially.**
- Be aware of school requirements and make sure that homework and projects are completed and turned in on time.

Commitment to Being a Part of the Community:

A community is made from people who know each other and support each other. In order to get to know the people in your community, try to attend social gatherings and sports or academic events, respond to surveys when your opinion is asked, chaperone field trips, join a committee, volunteer to help with a special project or help plan a social event.

Our children and our families can gather together for many events including

- Back-to-School Night
- Parent – Teacher Conferences
- Harvest Festival
- Holiday Workshop
- Project Presentation Days
- Winter Potluck
- Celebrate the Arts Night
- Field Day
- Graduation

Volunteering

In addition to the fundamental commitments to being involved at Connect, parents also find many different ways of volunteering to support the school. Parents volunteer to work in the classrooms and help coordinate or chaperone on field trips. Parents provide written or verbal translation support, make phone calls, assist in the office, and help manage the lost and found.

If you need help finding a way to be involved that works for you, please contact the Parent Council, the office, or simply ask a teacher what he/she needs. With all families contributing a little bit at a time, a whole lot of great big things happen for our children. Any way you can contribute your time and talents will be greatly appreciated.

Sign ups for specific events can be found on ParentSquare, in the office, or in the classroom, or by contacting your child's teacher. Keep in mind that some events have participant limits; you are only to attend if you receive prior confirmation from a teacher or event leader.

It is NOT a requirement that parents speak English in order to volunteer. All help is appreciated!

Parents can also volunteer their time to support school groups.

School Site Council (SSC) – With the ELAC, help give guidance and input on important school governance decisions and provide feedback to school leadership.

English Language Advisory Council (ELAC) - With the SSC, help give guidance and input on important school governance decisions, support programs for English Language Learners, and provide feedback to school leadership.

Event Committees – Help plan exciting and community-building events at Connect.

Who Can Volunteer at Connect?

Anyone over the age of 18 may volunteer on campus once they have completed the following:

- Complete application
- Turn in a negative TB test result to keep on file in the office
- Pass a basic background check
- Obtain confirmation from staff member

TB Test: If you are planning to work with students in the classroom you will need to get a TB screening or test and submit a copy of your results for our records to the office. If you have taken the test in the last 4 years, you can submit a copy of the test results. You can go to your own health care provider or one of the clinics below.

Fair Oaks Health Center

2710 Middlefield Road, Redwood City, CA (650) 364-6010

Willow Clinic

795 Willow Road, Menlo Park, CA (650) 599-3890

Bathrooms for Volunteers: Adults are not permitted to use the student bathrooms. The bathroom that is available for use by volunteers is the bathroom in the Fair Oaks office.

Absences, Tardies, and Truancy

If your student must miss school, they have the opportunity to complete short-term Independent Study. Independent study must be approved by a Director and should be requested with 10 school days' prior notice when possible. **You must call the office at 650-482-2426 to arrange for Independent Study.**

Absences

Missing school affects students' learning and long term academic success. If a student has cold/flu symptoms, they **should come to school unless they have a fever, are vomiting, or are coughing excessively.** We recommend that students attend school when they have minor symptoms and suggest that they wear a face covering to limit the spread of germs.

If a student is absent, a parent should call the school office on the morning of the first day of the absence to inform the school and request work to be completed during the absence. Parents may leave a message on voicemail when the office is closed. If this is not possible, the student must bring a note from the parent stating the reason for the absence upon returning to school. Except for emergency situations, do not take a student out of school for vacation.

If a student is absent for only part of the day, he/she must report to the office when he/she arrives for an admission slip to class. For medical appointments, please bring a doctor's note.

State law states that the following absences are excused; **all other absences are unexcused:**

- illness, including mental or behavioral illness
- medical appointments
- quarantine
- funeral services of a member of the pupil's 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.
- 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 the pupil's religion, attendance at a religious retreat, attendance at an employment conference
- 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.
- for the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- for the purpose of participating in a cultural ceremony or event.
- for the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
 - A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.
 - middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

Tardies

Students arriving late often miss important beginning of the day information that is relevant to their education. Students should be in their classrooms by 8:40 a.m. Any student who arrives after that time

must report to the office for a tardy slip. All tardies are recorded and will be included in the student's attendance records. Parents are asked to contact the school when they know their child will be tardy. Any tardy over 30 minutes, except for medical reasons, is also unexcused. *Sleeping late, traffic, or failure of the clock are not acceptable excuses for tardiness.* If your child has 3 unexcused absences and/or tardies, he or she will be considered **truant**.

Truancy

A student whose parents expect him or her to be in school, but who does not attend, is truant. Missing a class period without permission is also considered truancy. Any student who is absent from school without a valid excuse 3 full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on 3 occasions during one school year, or any combination thereof, is considered a **truant**. Truancy may lead to consequences along with a parent conference and lost privileges.

Communication

Web Site: Connect's website (www.connectrwc.org) is an excellent resource for school information, including meetings of the board of directors.

Mail & Phone: Please be sure the office has your correct phone number and home address. Be sure to notify the office of any changes immediately.

ParentSquare: ParentSquare is a private communication platform for schools. It provides a framework for us to share information and pictures with features like a school calendar, volunteer sign-up forms, and contact lists. Parents **must** be registered to access ParentSquare. If you need assistance, please contact the office who will be happy to meet with you to help you set up your accounts.

Back-to-School Night: This is a time for families to get information about their child's classroom program from the teacher. This is an appropriate time for general questions, but not for individual conferencing about concerns for your child.

Parent, Teacher, & Student Conferences: Conferences are held in the fall to set goals. The midyear conference is optional. You may request a meeting with your teacher at any time during the year.

Regular Classroom Communication: All classroom teachers send out curriculum and class activity updates to the parents in their classrooms during the school year. Each teacher will approach this differently to meet the needs of the parents.

Communications about your Student: Teachers mainly use Parent Square or Google Voice to communicate with parents. Teachers are committed to responding to messages within 36 hours. Please understand that staff is not expected to respond to email or phone messages after hours, holidays, or on the weekends (or non-working days for part-time educators). If you need to get a hold of a teacher immediately, please call the office.

Communication Guidelines

Open Communications: We all recognize the importance of open, productive, and effective communication to healthy working and personal relationships. The Connect community values and encourages discussion about issues that relate to our school. Many of these issues are complex; questioning assumptions and voicing dissent is an important part of improving our school. We'd like to suggest some effective ways to facilitate the exchange of ideas.

Self-Expression

All Connect students have the right to freedom of expression. Students are encouraged to express their opinions honestly, thoughtfully, and with assertiveness. Students, however, must express their thoughts and opinions with responsibility, and in a way that does not cause a substantial disruption or material interference with school activities. In the event that a student's self-expression causes substantial disruption to school activities, the student's expression in that manner will be prevented.

Language: We do our best to send messages in English and Spanish. Please contact us if you have any translation needs.

Drop Off, Pick-Up, and Meals

Arrival & Dismissal

Please ensure that your student arrives at school early enough to be ready to start school on time. Students should get to school between 8:15 and 8:25 in the morning. There is limited supervision available before this time unless students are enrolled in the CEC morning care program. Students should be picked up promptly at dismissal time. If you are in need of before after school supervision, please contact the CEC program.

Early Student Pick Up

Please try to avoid picking up your student early. Leaving even a few minutes early is disruptive to your student's learning and the classroom. If you will be picking up your child for a medical appointment, please bring a doctor's note to the office.

Parents picking up their child from school early must first go to the office, check the student out and state the reason. Office personnel will then call the class to have the student meet the parent/guardian in the office. A student must never leave the school premises unless the parent has checked out the student at the office first.

Parking & Drop-off

Parking is available in the neighborhood, often along Oakside Avenue near the front of the school. Please **do not** use the Fair Oaks School parking lot or entrance. A large section of the curb along the fence on Oakside Avenue is marked as a Loading Zone during school hours. Do NOT leave your car unattended in this area or stay longer than the posted time limit or you risk getting a ticket. For drop off, please use the loading zone instead of double parking in the street or blocking the parking lot entrance. This helps traffic move more quickly and allows staff to access the parking lot.

Bicycles

We encourage students to walk or ride a bike to school if possible. Bicycles should be locked (we recommend a u-lock) in the rack by the office. The school is not responsible for the safety of bikes.

Meal Programs

Snack/Lunch: At Connect, we recognize that good nutrition is essential to children's development and learning. Students eat snack and lunch in the Multi-Use Building. Students may bring food from home or receive food at no cost from the cafeteria.

If your child will be bringing lunch or snack from home, send healthy, well-balanced options. **Soda and candy are not allowed.** If you need to bring your child's lunch after school begins, please take it to the office and not the classroom. Glass beverage containers are prohibited. **Please remember, due to severe allergies at school, we are a NUT FREE school.**

Homework and Grading Practices

Homework

Homework should have a positive impact on student learning and is defined as the assigned learning activities that students work on outside of the classroom. Completing homework is the responsibility of the student. Parents can play a supportive role through monitoring, encouraging students' efforts and providing a conducive learning environment. Please let your child's teacher know if your child is having difficulty completing homework.

Homework should be designed to:

- Deepen understanding and encourage a love of learning.
- Reflect individual student needs, learning styles, social-emotional health, and abilities
- Provide timely feedback for teachers and students regarding their learning
- Include clear instructions and expectations so students can complete the work independently
- With the exception of reading and make-up work, students are not expected to do teacher-assigned work over the weekends, or school holidays and/or breaks, unless the student and parents believe that weekend work is more conducive to supporting the student's learning and/or reduces stress for students and families.
- Assessments of students' overall performance or grade in a subject shall not be overly affected by performance on homework, except in instances where the homework is intended to provide an opportunity for a child to catch up, have a second chance on a test, or to demonstrate mastery on something that the student was previously unable to do.
- Students are expected to read (independently or assisted) daily.
- The recommended amount of homework students should have is 10 minutes per grade level:
TK/K/1 - 10 minutes, 1st - 10 minutes, 2nd - 20 minutes, etc.

Grades K through 2:

- Reading books and being read to by older readers or peers is the main expectation for homework.
- Additional work shall be encouraged or assigned if it deepens learning of classroom projects, if it is student-driven, or if both the teacher and the parent/guardian determine that it is necessary for a specific student to master academic content.

Grades 3-5:

- Students, in collaboration with their teachers (and in some cases their parents), shall be encouraged to create personalized homework goals that complement, expand and deepen lessons and learning experiences taking place during the school day.
- Math homework may be assigned to support additional daily practice to ensure that students are mastering critical basic skills required for continued success in math

Grades 6-8:

- Middle School students shall be encouraged to create personalized homework learning goals that complement, expand and deepen lessons and work taking place during the school day. These learning goals shall include developing and practicing a variety of time-management strategies that will allow students to successfully complete long-term projects that are assigned over a period of weeks or months.
- Additional out of school work may be encouraged or assigned if both the teacher and the parent/guardian determine that it is necessary for a specific student to master academic content.

Makeup Work

Students who miss school shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

Standards Based Progress Reporting (Grading)

Beliefs:

At Connect Community Charter School, we believe that a grade should represent a clear and accurate indicator of what a student knows and is able to do--mastery or proficiency.

Guiding Principles & Practices:

- Grading practices should clearly communicate student mastery of standards.
- Behaviors that impede learning should be addressed directly and kept *separate* from academic progress.
- Academic dishonesty will be addressed as a *disciplinary* concern.
- All students should have the opportunity to excel.
- We will provide clear descriptions of achievement expectations or criteria for each activity, lesson, and unit of study.
- Each student's performance will be compared to pre-set standards and expectations, not in comparison to other students.
- Assessment is most effective if done *with* students rather than *to* students.
- Grading practices should be *transparent*.
- While collaborative learning is a priority, evidence of learning will be documented *individually*.
- Learning is a continuous process and mistakes are inherent in this process.
- Students will have multiple opportunities to practice (non-graded) before being assessed.
- Teachers will determine proficiency by considering multiple points of data, emphasizing the most recent data.
- Trimester grades will reflect a student's *current* level of achievement. The table below explains the 3 main grading categories:

Description	For a grade on a report card this means...
RED	Working below grade-level standards. Needs continued support and assistance.
YELLOW	Demonstrates beginning understanding of grade level standards. Inconsistent in application of skills, may need assistance.
GREEN	Demonstrates (at least) grade-level mastery of standards. Consistently applies concepts and skills.

Health and Medical Guidelines

Medications:

If your child needs to take prescription medication on a temporary or permanent basis while at school, a Medication Form needs to be on file at the school before we can administer the medication. You will need a signed statement from a doctor that includes:

- Name of student
- Name of medication with dosage and route (oral, topical, etc.)
- Frequency and time of administration
- Date of the order and the discontinuation date, if applicable
- Any known drug allergies or reactions

It is the responsibility of the parent to keep track of medication expirations and keep medicine up to date. Each year you will be asked whether or not you need to keep the medication on campus. The signed prescriber's statement is required at the beginning of each school year and/or before any medication is given at school. If the medication order is changed during the school year a new, signed prescriber statement is necessary. NOTE: Non-prescription medications should be given according to the policy stated for prescription medications but do not require a physician's signature.

Illness:

All of our staff is trained in first aid and CPR, but there is no school nurse at Connect. To prevent the spread of illness, please keep children at home if any of the following symptoms are present:

- Fever of 100° F or greater. Keep your child home until he/she has been fever-free for 24 hours (without the use of fever-reducing medication).
- Vomiting on 2 or more occasions within the past 24 hours.
- Diarrhea with 3 or more watery stools within the past 24 hours.
- Rashes, especially with fever or itching.
- Eye discharge or conjunctivitis (pinkeye) if eye isn't clear or 24 hours has not passed since antibiotic treatment.
- Open or oozing sores that are not properly covered and antibiotic treatment has not been underway for at least 24 hours if necessary.

Head Lice: Head lice are very common among school-age children. If you find head lice on your child, please notify the school office. If a student is found to have head lice at school, parents will be instructed to complete treatment before the next school day. After treatment, the child will be re-examined and, if louse free, will be readmitted to class. If live lice are present, treatment should be repeated if possible, and the child should be checked again the following school day. At home, all members of the family must be checked for head lice. It is more likely that a child is infested in the home environment by sharing beds or by head-to-head contact with siblings and playmates than at school. Pesticide application to the school or home environment is not recommended.

Allergies: Connect is very attentive to students in our care who have severe allergies. We are aware that some can be life threatening. Teachers in each classroom and meal supervisors are given a list of all children in the school who have allergies. Classes with students who have life-threatening allergies may have special food policies. **Due to severe allergies at school, we are a NUT FREE school.**

Serious Illness: If the student has a communicable diseases, they must be kept home and the school office must be notified so that an exposure notice can be sent home to the Connect community.

Chronic or Long-Term Health Conditions:

If your student has a chronic or long-term illness, please let the office know and provide information from a physician so that we can make accommodations to your student's schedule if needed. Connect will, pursuant to AB 2289, honor the needs of any pregnant or parenting student. Students have the right to an independent study program provided by the school. **Please call the office to request Independent Study. the full policy is posted to our website.**

Safety and Security

Accidents

If a student is injured at school, Connect calls the parents immediately. If we cannot reach parents, we contact the people listed on the emergency form. It is extremely important that we have accurate information. We verify this information yearly during re-enrollment. PLEASE KEEP THIS INFORMATION UPDATED by notifying us of any changes.

Emergency Drills

Connect participates with local law enforcement in conducting emergency drills throughout the year. Learning safe, orderly and controlled conduct is the primary purpose of emergency drills.

Drug Free Zone

Connect is a drug free campus. Possession, use or sale of alcohol, tobacco or other drugs is expressly prohibited. Students found to be in possession of alcohol, tobacco or other drugs will be reported to the Director who will then take appropriate action that may involve a report to law enforcement agencies. This also includes items and accessories related to drug use, such as vape pens, cartridges, rolling papers, and others. Any student, parent, or staff member in possession of a weapon, or a replica of a dangerous weapon, shall be subject to immediate suspension from the school and possible expulsion and/or criminal prosecution. See the Suspension/Expulsion Policy.

Dangerous Weapons Policy

Dangerous and illegal weapons are prohibited from school campuses. Any student, parent, or staff member in possession of a weapon, or a replica of a dangerous weapon, shall be subject to immediate suspension from the school and possible expulsion and/or criminal prosecution. See the Suspension/Expulsion Policy.

Notification of Rights for Pregnant and Parenting Students

Marital, Parental, and Pregnancy Status

1. The LEA shall notify pregnant and parenting pupils of their rights and options available under the law through the annual school year welcome packets and through independent study packets. (EC Section 222.5(a))
2. The LEA shall also annually notify parents/guardians of pupils at the beginning of the regular school term of the rights and options available to pregnant and parenting pupils under the law. (EC Section 222.5(b))
3. The LEA shall apply no rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. (EC Section 221.51(a); 5 CCR Section 4950; 34 CFR Section 106.40(a))

4. The LEA shall not exclude or deny any pupil from any educational program or activity solely on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. (EC Section 221.51(b); 5 CCR Section 4950(a); 34 CFR Section 106.40(b)(1)).
5. Pregnant or parenting pupils shall not be excluded from participation in their regular school programs and shall not be required to participate in pregnant-pupil programs or alternative educational programs. (EC Section 221.51(d); 5 CCR Section 4950(c); 34 CFR Section 106.40(b)(1)).
6. Pregnant or parenting pupils who voluntarily participate in alternative programs shall be given educational programs, activities, and courses equal to the regular program. (EC Section 221.51(d); 5 CCR Section 4950(c); 34 CFR Section 106.40(b)(3)).
7. The LEA treats pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disability. (EC Section 221.51(e); 5 CCR Section 4950(d); 34 CFR Section 106.40(b)(4)).
8. The LEA shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." An LEA may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by Title IX. (34 CFR Section 106.21(c)(4))
9. The LEA shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A school shall be required to provide the reasonable accommodations specified only if there is at least one lactating pupil on the school campus.
 1. Reasonable accommodations under this section include, but are not limited to, all of the following:
 - Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
 - Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
 - Access to a power source for a breast pump or any other equipment used to express breast milk.
 - Access to a place to store expressed breast milk safely.
 2. A lactating pupil shall be provided a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.
 3. Only school sites with at least one lactating pupil shall provide the reasonable accommodations specified above. A school subject to this may use an existing facility to meet the requirements.
 4. A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use.

Student Information & Behavior Expectations

Dress Code

Connect students need to make sure their clothing will allow them to actively participate in class and focus on learning. The purpose of the dress policy is also to keep students safe when engaged in physical activities during recess or physical education (P.E.), when on field trips, or when engaging in class activities. Special clothing and jewelry restrictions may be necessary for safety in science labs. **Students found in violation of the dress code may be required to call home for a change of clothes.**

- All **tops** and **bottoms** must fully cover undergarments; no midriffs should be showing.
- Tops with vulgar, offensive, drug or alcohol related, gang-affiliated, or otherwise inappropriate writing or images are not allowed.
- **Hats** may be worn outside, but students may be required to remove them in the classroom so that students may be fully engaged in learning. **Shoes** must allow students to engage actively in any learning activity, including P.E., and shoes must be close-toed without raised heels.
- Clothing items (such as head coverings) worn for religious or cultural reasons are allowed and protected by state law.

Backpacks

Students may bring backpacks/book bags/duffel bags to school, but are discouraged from carrying them during breaks. This procedure supports secure and safe school initiatives. **Phones and other valuables may be brought to school at the student's own risk; Connect is not responsible for students' personal belongings.** To protect belongings, especially valuables, we recommend keeping those items at home. Any electronic items brought to school can be turned in to teachers or to the office for safekeeping.

Care and Use of Materials

Computers/Tablets are to be used for the purpose of schoolwork only. Appropriate use is expected and the technology use policy (in Appendix F) will be enforced.

Connect does not allow use of social media apps by students on school campus before, during, and after school. Additionally, students who are found to be engaging in harmful bullying practices using social media sites outside of school hours may face disciplinary consequences despite their actions being committed off-site. Please make sure to monitor your child's social media use. Social media and mobile device applications are being used for human trafficking. The school will provide and distribute any important methods and resources for preventing human trafficking.

Cell phones, handheld game devices, tablets, electronic toys, and other personal telecommunication devices are not allowed to be used on campus. We realize that many parents give their children cell phones for safety and convenience reasons, however **cell phones brought to school must be turned off and remain in the office or with a teacher for the duration of the school day.** The use of mobile phones or any device capable of capturing images is strictly prohibited in all areas while at school or at school-related or school-sponsored events. **Families may contact their child in an emergency situation by calling the school office. Please do NOT attempt to interact with your student via texts or phone calls to their cell phone during the school day.** Students may also contact families in an emergency using the office or classroom phone. Permission to use school telephones needs to be given by a staff member. **Any mobile phone in view and on-site will be confiscated and securely held until the end of the school day, at which point it can be collected by the parent.**

Behavior Guidelines

At Connect we follow 3 school-wide rules. Each class develops specific classroom rules as a community.

Respect: Everyone at Connect Community Charter School shall be treated with respect. We treat others, as we want to be treated.

Safety: Everyone at Connect Community Charter School has the right to a safe learning environment.

Responsibility: Everyone at Connect Community Charter School is responsible for their learning, behavior, and upholding the school community.

Consequences

Consequences will be implemented when students do not follow the guidelines for behavior. There will be some flexibility for individuals and varying situations. The extent and frequency of the inappropriate behaviors will determine the appropriate consequence(s).

- **Reminder and Warning:** The student will be given a verbal reminder and a warning. In the case of serious actions (pantsing, fighting, weapons, etc.), this option will be skipped.
- **A non punitive consequence:** Consequences are respectful, relevant, and realistic. They may include reparation, separation, taking away objects or privileges, or taking a break (a time to reflect in the classroom or in another classroom).
- **A Disciplinary Referral to the Office:** This consequence reflects the seriousness of the situation. Parents will be consulted whenever a referral is made. Once information has been gathered regarding the incident, it will be determined if further disciplinary actions are necessary.
- **Suspension or Expulsion:** Please refer to the *Pupil Suspension and Expulsion Policy* (in the Appendix A).

Bullying and Harassment

In order to assure that everyone's rights are respected and to create a safe environment, acts of bullying will be addressed immediately. Bullying is when someone **repeatedly and on purpose** says or does hurtful things to another person and involves an imbalance of power or strength. It can take many forms of aggressive, negative behavior, both physical and emotional. Any and all instances of bullying will be dealt with immediately in order to assure that Connect has a peaceful school environment where students are free from intimidation. Our anti-bullying policy is in Appendix B.

Sexual Harassment

Students have the right to attend school without being sexually harassed by other students or by adults on campus. Should a student feel he/she is being sexually harassed, he/she should immediately report such harassment to educators and to the Director. The teacher and the Directors will be responsible for assuring the safety of the students and to take appropriate disciplinary action against the perpetrator.

Academic Honesty

Students at Connect are expected to be honest and responsible. They need to produce their own work. Students found to plagiarize or to be dishonest in their schoolwork will be reported to the school leadership. Appropriate disciplinary action will be taken and parents will be notified.

Staff-Student Interactions

The following are the guidelines for staff about appropriate interactions with students. While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that they not be touched, then that request must be honored without question.

Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Principal along with the rationale therefore.
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one’s lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such

- “Dating” or “going out with” a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Principal and the student’s parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

Acceptable Behaviors

- Pats on the shoulder or back
- Handshakes
- “High-fives,” fist bumps, and hand slapping
- Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one’s lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from Principal to take students off school property for activities such as field trips or competitions, including parent’s written permission and waiver form for any sponsored after-school activity whether on or off campus
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping administration informed when a significant issue develops about a student, such as a

- change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Right to Privacy

Parents/guardians and students have the following rights under the Family Educational Rights and Privacy Act (FERPA):

- The right to inspect and review the student's education records maintained by the school;
- The right to request that a school amend the student's education records;
- The right to consent in writing to the disclosure of personally identifiable information from the student's education records, except under certain permitted situations; and
- The right to file a complaint with the Family Policy Complaint office (FPC) regarding an alleged violation under FERPA.

This is a summary of the Statement of Rights; you can find the full policy on our website.

While students have the right to privacy in regards to their educational records, school officials are granted the ability to search desks and other storage areas, including backpacks, in the event that individualized and reasonable suspicion is found that a student has violated school rules or that the health and safety of Connect students and employees are threatened. Random searches will not be conducted.

Directory Information

Directory information is public data that may be disclosed, primarily for school publications, such as:

- 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.

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. Connect has designated the following student data as directory information:

- | | |
|--|---------------------------|
| ● Student's name | ● Electronic mail address |
| ● Participation in officially recognized activities/sports | ● Telephone listing |
| ● Address | ● Photograph |
| ● Degrees, honors, and awards received | ● Dates of attendance |
| ● The most recent educational agency or institution attended | ● Date and place of birth |
| | ● Grade level |

If you do not want Connect to disclose directory information from your child's education records without your prior written consent, you must notify the School in writing.

School Accountability

The most recent School Accountability Report Card (SARC) is now available. Published annually, the purpose of the report card is to provide families and the community with important information about each school. A SARC contains information about curriculum and instruction, fiscal data, teacher and staff information, class sizes, school safety plans, and demographics.

The report cards primarily focus on the previous academic year but may include information about other past school years.

Families and community members can view the SARC on Connect's website. They may also request a paper copy of the SARC from the school office. The SARCs are required by state and federal law and parents have a right to request a hard copy of this report.

Pupil Fees

Pupil Fees of California Education Code >> Division 4. >> Title 2. >> Part 27. >> Chapter 6. >> Article 5.5.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

- A. All of the following requirements apply to the prohibition identified in subdivision (a):
 - a. All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge.
 - b. A fee waiver policy shall not make a pupil fee permissible.
 - c. School districts and schools shall not establish a two-tier educational system by requiring a minimal educational standard and also offering a second, higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that the school district or school does not provide.
 - d. A school district or school shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians, and a school district or school shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the school district or school.
 - e. This article shall not be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school

districts, schools, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

- f. This article applies to all public schools, including, but not limited to, charter schools and alternative schools.
- g. This article is declarative of existing law and shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law.

Appendix A: Suspension/Expulsion Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Connect. In creating this policy, the School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. Connect is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Connect's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Connect staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

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 Connect has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") 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. Connect will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Connect 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.

Section 48900: A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (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 in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a 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.

- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or 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 the use or possession by a pupil of the pupil's own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) 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.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
- (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means 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.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils 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 the pupil’s physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the creation or 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:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, 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.

(III) For purposes of this clause, “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.

(B) Notwithstanding paragraph (1) and subparagraph (A), 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.

(3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil 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, pursuant to this section, except that a pupil 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 (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

A. Suspension Procedure

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Directors or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Directors or designee.

The conference may be omitted if the Directors 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 Charter 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.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within 2 school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator 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 committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter 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.

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 Directors or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Directors or designee upon either of the following:

- The pupil’s presence will be disruptive to the education process; or
- The pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least 3 members who are certificated and neither a teacher of the pupil or a Board member of the Charter School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

B. 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 Directors or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil

confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing 3 (3) days prior to the 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 pupil. The notice shall include:

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School 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 the Charter School 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 pupil.

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

- g. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- h. 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.
- i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her 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.
- j. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person 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.

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.

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 Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

1. If, due to a written request by the expelled pupil, 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.
2. The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the

expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

3. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

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

1. Notice of the specific offense committed by the student; and
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 the Charter School.

The Directors or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

A. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

B. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School, as the Charter School Board's decision to expel shall be final.

C. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School 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.

D. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board 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 no later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

E. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Directors or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Directors or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

F. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of 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.

1. 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, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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.

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

If the Charter School, 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 result of the failure to implement the IEP/504 Plan, then the Charter School 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 of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or 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, 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 or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

The Directors or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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
- d.

6. Interim Alternative Educational Setting

The student's IEP/504 team shall determine the student's interim alternative educational setting.

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 IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School 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 Charter School 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 has requested an evaluation of the child.

- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the 3 (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

Appendix B: Harassment, Intimidation, Discrimination, & Bullying Policy

Connect Community Charter School believes all students have the right to a safe and civil learning environment. Discrimination, 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, Connect prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. 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, such as through social media, consistent with this policy.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyber bullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, Connect will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Connect staff members who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

"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:

1. 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.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. 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 Connect.

"Electronic Act" means the transmission 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, 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 subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
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.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is 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 bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Directors or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, administrator, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

Connect acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, 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.

Connect prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of the School, the Directors or designee will promptly initiate an investigation. At the conclusion of the investigation, the Directors or designee will notify the complainant of the outcome of the investigation. However, in no case may the Directors or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the office.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Directors or designee's resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least 3 (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the Charter School.

Connect Community Charter School

Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

Appendix B: Acceptable Use Policy

Connect Community Charter School is pleased to provide computer and network services to support its instructional program and to further student learning. Students, faculty, staff and administration will have the opportunity to access educational resources, to present information, and to work collaboratively. The computer and network facilities are to be used in a responsible, efficient, ethical, and legal manner. **Students and parents are required to review this document**, as well as sign the accompanying agreement to insure best practices and professional conduct regarding computer and network usage. This Acceptable Use Policy and Agreement outlines the guidelines and behaviors that users must follow when using school technologies or when using personally- owned devices on the school campus.

Educational Purpose

The primary purpose of Connect Community Charter School's electronic network is to enhance learning and teaching for our students and staff. Providing access to the school's network will prepare students for success in school and in life. We believe the responsible use of the school's network will enable students and staff to access a variety of sources of information to develop deeper understanding, critical thinking, and innovative ideas.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, approved personal research activities, or other purposes as defined by the School from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the *Student Internet Permission Agreement*.

Devices Policy

Connect may provide users with mobile computers or other devices to promote learning inside and outside of the classroom. Connect makes every effort to keep all functions of these devices working properly, but does not guarantee that every function not critical for educational purposes will always work. Users are expected to abide by the same acceptable use policies when using school devices off the school network as on the school network. Users are expected to treat these devices with extreme care and caution. Users shall report any loss, damage, or malfunction to school staff immediately. Users will be financially accountable for any damage resulting from loss, negligence or misuse, as noted in the "Parent/Student Financial Liability" section of this document. Use of school- issued mobile devices off the school network may be monitored.

Technologies Covered

The Charter School may provide Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more. As new technologies emerge, the school will attempt to provide appropriate educational access to them. The policies outlined in this document are intended to cover all available technologies, not just those specifically listed.

Notice and Use

1. Students and staff should use the school's network in a responsible, efficient, ethical, and legal manner in accordance with our mission. The use of the network is a privilege, not a right, which may be revoked at any time for inappropriate behavior. Users assume responsibility for understanding the policy and guidelines as a condition of using Connect's network. Staff members are accountable to teach and use the Internet responsibly. Use of Connect's network that is inconsistent with this policy may result in loss of access as well as other disciplinary or legal action. All activity over the network or using district technologies may be monitored and retained. No use of the network or equipment provided by Connect is private.

2. Each student must have a completed *Student Internet Permission Agreement* on file, stating whether or not he/she will abide by Connect Community Charter School's Acceptable Use Policy and rules regarding technology resources. Signatures of students and parents/guardians indicate an agreement to comply with Connect Community Charter School's standards and honor the agreement they have signed. In that agreement, the student and his/her parent/guardian shall agree not to hold Connect or any Connect staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless Connect and Connect personnel for any damages or costs incurred.
3. Access entails responsibility and is only for educational and school business purposes. Students are *individually* responsible for their behavior when using Connect Community Charter School's technology resources. General Connect school rules and policies for behavior apply. Students may not engage in inappropriate use when using Connect Community Charter School's resources. Examples of inappropriate use include:
 - Using technology resources without appropriate permission or access rights
 - Intentionally damaging, degrading or wasting any technology resource
 - Using technology resources to harass, insult or attack others
 - Altering or using another user's account, password, files, etc. without the other user's expressed permission
 - Copying material from the Internet or copying another's work without his/her consent and representing it as your own work or violating copyright laws
 - Using technology resources to create, find, share or download offensive, obscene language and/or images or pornography or any other visual depictions that are harmful to minors
 - Accessing or participating in real-time chatting (e.g. chat rooms, instant messaging) without the express consent of Connect Community Charter School personnel
 - Disclosing your or someone else's home address, phone number or other personal information
 - Providing credit card or other financial information or conducting financial transactions over the Internet (except by staff members pursuant to school business)
 - Knowingly participating in any way in the transmission of computer viruses or the spread of other harmful computer programs
 - Modifying or altering Connect Community Charter School's computer systems (e.g. downloading or installing software on the computer system or attaching peripheral hardware such as disk drives, printers, etc.) without permission
 - "Hacking," *i.e.*, gaining or attempting to gain unauthorized access to computer systems, unauthorized viewing, copying, downloading, locking or otherwise altering of Connect Community Charter School's computer systems. The person in whose name an account is issued is responsible at all times for its proper use. Passwords should never be shared with another person and should be changed on a regular basis
 - Using the Connect Community Charter School for personal financial gain or in a manner otherwise inconsistent with our pedagogy, mission and goals
 - Using the school network for political activity

Disciplinary action and/or significant financial liability will result.

The following activities, in particular, are not permitted:

- Using network resources to commit plagiarism
- Unauthorized use, copying, or forwarding of copyrighted material
- Unauthorized installation, use, storage, or distribution of copyrighted software

- Using the Connect tech resources for any illegal purpose, including accessing inappropriate or pornographic materials
4. Connect Community Charter School reserves the right to access student work, files, folders, accounts, passwords, etc. and other server-based information, and to modify and/or delete those items in the interests of security, maintenance or other legitimate purposes.

Connect Community Charter School Email Access

Connect email users are expected to observe well-established rules of *Netiquette*. The following individuals are authorized to use email on Connect's network:

- Connect Community Charter School employees and school board members may be issued an individual email account.
- All Connect students may obtain individual Connect email accounts, with consent from their parents/guardian.

Others may be issued **Guest Accounts** based on their need for doing Connect Community Charter School business after receiving written permission.

Acceptable Internet Use Guidelines

Staff members will teach responsible use to students when students are accessing the Internet, as well as to provide guidance and supervision of students using the Internet. Teachers and other supervising adults will: discuss the appropriate use of the Connect network and the Internet with their students, monitor their use, and intervene if the resource is not being used appropriately.

COMPUTERS THAT ALLOW ACCESS TO THE INTERNET SHOULD ONLY BE PLACED IN AREAS WHERE ADULTS CAN MONITOR WHAT IS BEING VIEWED. IF COMPUTERS ARE BEING USED AT HOME, PARENTS OR GUARDIANS ARE RESPONSIBLE FOR STUDENTS ABIDING BY THE ACCEPTABLE USE POLICY.

Connect Community Charter School guidelines for accessing the Internet prohibit access to material that is inappropriate in the school environment. Students should promptly report inappropriate access of material to a teacher or staff member. Parents are encouraged to discuss responsible use of the Internet with their children and how this responsibility includes using the Internet at school as well as from home.

Privacy

Staff and student users of the school network must be aware that information accessed, created, sent, received or stored on the network is not private. It is subject to review by network system administrators. System administrators may investigate complaints regarding e-mail that may contain inappropriate or illegal material.

Web Content

The content on the Connect Community Charter School website shall be consistent with its purpose of supporting and enhancing learning and teaching that prepares students for success, enhances life-long learning and promotes respect for one another. Connect provides its users with access to the Internet, including web sites, resources, content, and online tools. That access will be restricted in compliance with the Children's Internet Protection Act ("CIPA") requirements and school policies. Web browsing may be monitored and web activity records may be retained indefinitely. Users are expected to respect that the web filter is a safety precaution, and shall not try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn't be, the user should alert an IT staff member or submit the site for review.

Staff members who maintain blogs and websites should use criteria appropriate to selecting material that enriches the learning environment and follow all the aspects of the school's Acceptable Use Policy for Technology.

Safety and CIPA

Connect Community Charter School will fully comply with the Children's Internet Protection Act [CIPA]. In addition to the formal adoption of this Appropriate Use Policy, the following actions have been taken, or will promptly be undertaken to ensure CIPA compliance:

- ~~An open meeting with the community will be held to discuss Internet benefits and risks, and to discuss the Appropriate Use Policy and Student Internet Permission Agreement.~~ Students and their parent/guardian are expected to complete the Agreement form to indicate their understanding of and agreement to comply with the AUP, prior to gaining access to technology resources.
- Connect Community Charter School shall ensure that all Connect Community Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While Connect Community Charter School is able exercise reasonable control over content created and purchased by Connect Community Charter School, it has limited control over content accessed via the Internet and no filtering system is 100% effective. Neither Connect Community Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.
- Connect will monitor student Internet usage through a combination of supervision and technology such as implementation of *spam filtering* software, to protect minors when using electronic mail and other forms of direct electronic communications, as well as the use of *best practices* in security to prevent unlawful online activities by minors, and to protect the confidentiality of personal information about minors.
- The Directors or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Connect Community Charter School technology.
- Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to Connect Community Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.
- Student use of Connect Community Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Director or designee shall block access to such sites on Connect Community Charter School computers with Internet access. The Directors or designee shall oversee the maintenance of Connect Community Charter School's technological resources and may establish guidelines and limits on their use.
- All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Violations of this Acceptable Use Policy

Students will receive instruction on this policy. Violations of this policy may have disciplinary repercussions, including:

1. Suspension of network, technology, or computer privileges
2. Notification to parents
3. Detention, suspension or expulsion from school and/or school-related activities
4. Financial Liability
5. Legal action and/or prosecution

Appendix C: Suicide Prevention Policy

Introduction

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades 7 to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

Connect recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015). The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the school to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind." In an attempt to reduce suicidal behavior and its impact on students and families, the Directors shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Directors shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

Connect's Suicide prevention program starts with a strong Social-Emotional Learning program, including instruction in SEL topics and strategies for students and staff alike. The Directors shall involve school-employed mental health professionals (e.g., school counselors, psychologists, etc), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Prevention

Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Connect has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Suicide Prevention Training and Education

Connect has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide. Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning staff).

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training that includes core components of suicide prevention training, including suicide risk factors, warning signs, and protective factors, how to talk with a student about thoughts of suicide, how to respond appropriately to the youth who has suicidal thoughts.

Connect will review student data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide. Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.
- [Additional Mental Health Resources](#)

Employee Qualifications and Scope of Services

Employees of Connect and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, Connect shall share with parents/guardians/caregivers the suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Connect Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training\

Student Participation and Education

Connect has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide. Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress, and receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.

Intervention, Assessment, Referral

Staff

Two staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on the school website.

[Arcelio Zepeda, primary contact].

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification. If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons. Students experiencing suicidal ideation shall not be left unsupervised.

Parents, Guardians, and Caregivers

Parents and guardians will receive important suicide prevention and awareness materials so they know how to respond to a crisis and are knowledgeable about the school and community-based resources and referral process.

Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement

Connect shall identify a process to ensure continuing care for the student identified to be at risk of suicide. Students shall receive school-based check-ins, and after a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/ guardians/ caregivers will be required to provide documentation of care for the student. If parents/ guardians/ caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. Connect will follow all emergency procedures during such a crisis, and immediately contact the administrator or suicide prevention liaison, call 911 and give them as much information about any suicide note, medications taken, and access to weapons, contact caregivers as soon as possible, and follow up with additional steps as needed. Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of school property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. Connect will contact the parents/guardians/caregivers and offer support to the family, discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students, obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct, and provide care and determine appropriate support to affected students.

Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. Connect will follow best practices when following up with students after a mental health crisis, including treating every threat with seriousness and approach with a calm manner, making the student a priority, and let the student know they are safe and that help is provided.

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment. Connect will obtain a written release of information signed by parents/ guardians/ caregivers and providers, inform the student's teachers about possible days of absences, allow accommodations for student to make up work (be understanding that missed assignments may add stress to student), and have mental health professionals or trusted staff members maintain ongoing contact to monitor student's actions and mood.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Connect Suicide Prevention Liaisons shall ensure that The Suicide Death Response Action Plan (Suicide Postvention Response Plan) is followed and includes administrators confirming death and cause, and contacting family member within 24 hours, notifying all staff members and coordinating an all-staff meeting, organizing support for staff and students, sharing relevant information, identifying students who are affected, and respond to the situation additionally as needed.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/nr/el/le/yr16/tr0901.asp> and the Directing Change For Schools Web page at <http://www.directingchange.org/schools/>.

Appendix D: Title 1

Parent Engagement Policy

Connect Community Charter School, with parents and family, have jointly developed, mutually agreed upon, and distributed to the parents of children a written parent and family engagement district-level policy requirements (ESSA Section 1116[a][2]) and school-level policy requirements (ESSA sections 1116[b] and [c]).

Connect Community Charter School teachers, staff, and board members place a high value on parent engagement and inclusion in the development of policies, school activities and events, and the education of their children.

PART I: General Expectations

Connect will implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the board.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child’s learning;
- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II: Description of how school will implement required school parental involvement policy components

Connect will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

Connect staff works with parents, staff, and community members to develop the Title I parent involvement policy. The Local Control and Accountability Plan (LCAP) includes goals to seek feedback from families and include them in decisions to support all students at Connect.

Connect Families are invited to join Connect Community Meetings, held monthly, to develop and implement required programs and policies, provide opportunities for families and community members to advocate for their students and be involved in decision making, discuss engagement opportunities and meaningful learning projects for students, and build community.

All stakeholders are valued in the development of local plans for schools. Connect gives all parents the opportunity to participate in the Community Meetings and the ELAC, and to give input on important school-wide policies. Connect encourages parents to join Connect Community Meetings by offering childcare, holding meetings at a time when most families can attend, providing translation services, and coordinating engaging topics to bring families and staff together.

Connect will communicate with parents consistently through ParentSquare, and will provide auto calls and text updates for any important reminders or to notify parents of upcoming events.

The Parent and Family Engagement Policy will be reviewed yearly and updated to include new goals or suggested focuses. Connect will schedule Connect Community Meetings based on times that work for most parents. Parents will also be able to participate by receiving copies of the agenda, attending or being updated on meeting topics at times that are more convenient for them, or participating remotely.

Connect will modify the Parent and Family Engagement Policy yearly, and will use feedback from parents and community members as to the most effective way to schedule meetings, engage meaningfully, and build relationships with the community. Parents, staff, and community members can also modify the Policy at any time based on suggestions or changes offered throughout the year.

Connect will provide assistance to parents of students by encouraging participation in and development of relationships with the school community, including students, staff, and other

parents. Connect will provide educational opportunities that give parents skills for working with students, supporting Connect’s instructional model, and assisting with learning at home. Connect will help parents develop skills to support students with their academics and development.

PART III: Discretionary school parental involvement policy components

The Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement.

PART IV: Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Connect Community Meeting of January 10, 2024.

Suggestions and edits that were made included the addition of phone reminders and auto-calls for important events and reminders.

This policy was adopted by the Connect Board on 2/8/23 and will be distributed to all parents through the parent and family handbook before September 30, 2024.

Annual Notice To Parents Regarding Teacher Qualifications

Our school receives federal funds to Title 1 programs that are a part of ESSA legislation. As part of this act, we want to provide you with this annual parent notice.

You have the right to know the professional qualifications of the classroom teacher(s) who instruct your child. Federal law allows you to ask for certain information about your child’s classroom teachers and requires us to give you this information in a timely manner if requested.

Specifically, you have the right to ask for the following information about each of your child’s classroom teachers:

- Whether the California Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the California Department of Education has decided that said teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher’s college major; whether the teacher has an advanced degree and, if so, the subject area(s) of the degree.
- Whether any paraprofessionals provide services to your child, and, if they do, their qualifications. If you would like to receive any of this information, please contact the principal’s office.

Appendix E: Immigration-Enforcement Actions at California: Guide for Students and Families Schools

Your Child has the Right to a Free Public Education

All children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status.

All children in California:

- Have the right to a free public education.
- Must be enrolled in school if they are between 6 and 18 years old.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment

Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.

Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of Personal Information

Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

Some schools collect and provide publicly basic student "directory information." If so, the school district must provide parents/guardians with written notice of the directory information policy, and provide the option to refuse release of your child's information.

Family Safety Plans if You Are Detained or Deported

You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.

You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated or bullied because of his or her actual or perceived nationality, ethnicity, or immigration status.

CHECKLIST FOR IMMIGRANT STUDENTS AND FAMILIES ATTENDING PUBLIC SCHOOLS

You do not have to share the following information with school officials:

- You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
- You do not have to provide Social Security numbers (SSN) or cards.
- When completing the “Free and Reduced-Price Meals” form, only provide the last four digits of the SSN of the adult household member who signs the application.
- If the family meets the income eligibility requirements and no adult household member has a SSN, your child still qualifies. Check the “No SSN” box on forms where applicable, to ensure that applications are complete.
- If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of his or her SSN to qualify the student for free or reduced-price meals at school.
- When providing information for proof of a student’s residency or age, you do not have to use documents that could reveal information related to immigration status.

Take steps to protect student information:

- Ask for the school’s written privacy policies regarding student information.
- Review the school’s policy for “directory information”—which allows for public release of basic student information—and consider whether to opt out of releasing of that information.

Take steps to prepare for situations where one or more parents or guardians are detained or deported:

- Develop and keep in a safe place a “Family Safety Plan” (example: https://www.lirs.org/assets/2474/bna_beinformed_safetyplanningtoolkit.pdf) that includes the following information:
- Name of a trusted adult to care for your child if no parent or guardian can.

- Emergency phone numbers and instructions on where to find important documents (birth certificates, passports, Social Security cards, doctor contact information, etc.)
- Make sure that your child's school always has current emergency contact information, including alternative contacts if no parent or guardian is available.

RESOURCES

The following resources are available to immigrant families responding to detentions or deportations:

The Immigration and Customs Enforcement (ICE) detainee locator: <https://locator.ice.gov/odls/homePage.do>. Please Note: This site is intended only for locating individuals who are already detained, and not for general immigration status inquiries.

Immigration lawyers in private practice, accredited representatives (who assist immigrants in immigration proceedings), or legal-aid organizations:

- State Bar of California Attorney Search: <http://www.calbar.ca.gov/Attorneys>
- California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR):
<https://www.justice.gov/eoir/page/file/942306/download#CALIFORNIA>.
- California Courts Self-Help Centers:
<http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>.
- Legal-aid offices and lawyer-referral services: <http://www.courts.ca.gov/1001.htm>.
- The consulate or embassy of the parent's or guardian's country of origin.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact:
Bureau of Children's Justice

California Attorney General's Office
P.O. Box 944255
Sacramento, CA 94244-2550
Phone: (800) 952-5225
E-mail: BCJ@doj.ca.gov
<https://oag.ca.gov/bcj/complaint>
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