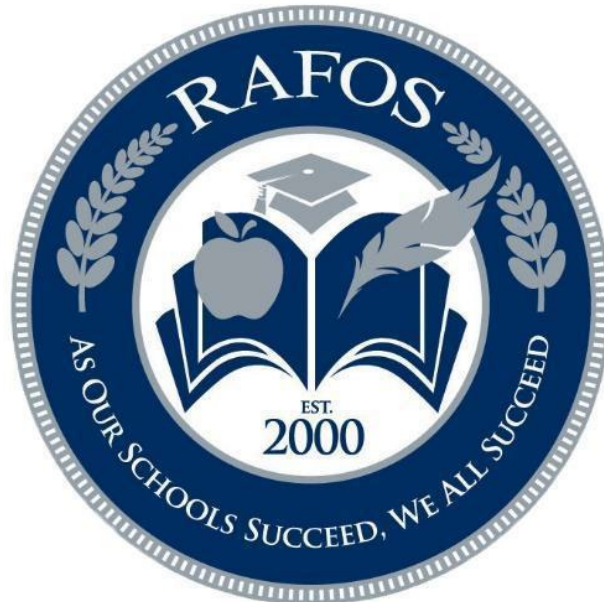


Rocklin Academy Family of Schools

Parent-Student Handbook 2022-2023



Rocklin Academy Family of Schools
2204 Plaza Dr., Suite 200
Rocklin, CA 95765
916 -778-4544

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Board of Directors

Rocklin Academy Family of Schools (“RAFOS,” “Rocklin Academy,” the “School,” or the “Charter School”) is governed by the Rocklin Academy Board of Directors (Board) pursuant to the Corporation’s adopted bylaws. The Board meets regularly, at least once a month, and in accordance with the Brown Act and Education Code 47604.1(c).

Chairman	Doug Johnson	dougjohnson@rocklinacademy.org
Vice Chair	Alice Dowdin-Calvillo	adowdin-calvillo@rocklinacademy.org
Board Member	Adam Schwarz	aschwarz@rocklinacademy.org
Board Member	Larry Stieber	lstieber@rocklinacademy.org
Board Member	Tim Klotz	tklotz@rocklinacademy.org

Charter Management Office Administration

Executive Director/Superintendent	Robin Stout, Ed.D.	rstout@rocklinacademy.org
Director of Human Resources	Laura Regan	lregan@rocklinacademy.org
Director of Finance	Ace Ensign	aensign@rocklinacademy.org
Director of Growth and Community Engagement	Jillayne Antoon	jantoon@rocklinacademy.org
Director of Special Education	Ramona Rogers	rrogers@rocklinacademy.org
Director of Educational Services	Chelsea Bowler-Shelton	cbowler@rafos.org
Coordinator of Student Services	Heather Donovan	hdonovan@rocklinacademy.org
Coordinator of Student Services	Wendy Mitchell	wmitchell@rocklinacademy.org

Mission Statement

Rocklin Academy Family of Schools provides a distinct educational program strengthened by community and parent partnerships to achieve high standards, rich core content, and innovative learning.

Vision Statement

We envision a School community that inspires its students to excel academically, pursue their passions, and impact the world with excellence.

Core Values

1. The future we want to create includes a community of leaders who have strong-shared beliefs and values that all students have the ability to learn at high levels and the expectations of our organization/schools to meet or exceed that level.
2. The future we want to create includes a community of leaders who are data-savvy; they embrace and monitor data and use it to drive continuous improvement.
3. The future we want to create includes a community of leaders who have a collaborative relationship and establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving district-wide student learning and achievement goals.
4. The future we want to create includes a community of leaders who are knowledgeable, ethical, responsible, critical thinking, and engaged members of society.
5. The future we want to create includes a community of leaders who utilize research-based, varied, differentiated, and effective instructional practices to ensure all students learn at high levels.

Goals

1. Students build depth of understanding in core concepts through a cohesive K-12 education program.
2. The school environment cultivates students who are responsible, compassionate, and engaged citizens.
3. Our work culture supports sustainability and continuous growth of teachers, staff, and administration.
4. Parents are valued partners who strengthen our schools and programs.
5. Organizational leaders, in collaboration with community partners, enrich the learning experience for all students.

Attendance Information

Absences

At Rocklin Academy, we view each day as an essential learning opportunity. A significant part of each student's educational experience is derived from classroom participation, activities, discussion, and relationships. Regular attendance is crucial for students to attain the maximum benefit from the school experience. Therefore, we expect exemplary attendance of our students. Missing school regularly not only is detrimental to a child's learning, but also can create poor learning habits. Of course, if a child is sick or has a communicable illness, he or she should stay home to rest and recover. The information regarding Absences and Truancy below is a summary of the information within [Attendance and Truancy Board Policy #5131](#). A copy of the Charter School's complete Attendance and Truancy Board Policy can be viewed on our BoardDocs website or obtained from the School upon request at the main office.

When students are absent from school, it is important that their absences be cleared on that day or by their first day back to school. To clear an absence, either a parent/guardian or healthcare provider must provide a specific written or verbal communication stating the reason for absence. If the absence is not cleared, it will be necessary to call the parent at home or at work in order to clear the absence. Any uncleared absence will be marked as unexcused.

A student may be excused from school for health reasons, family emergencies, and justifiable personal reasons as permitted by law or our Attendance and Truancy Board Policy.

Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.

Truancy

A student subject to compulsory full-time education who is absent from school without a valid excuse three (3) full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the Superintendent or designee.

Involuntary Removal for Truancy

As charter schools are schools of choice, and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance and Truancy Policy for truancy and only after the Charter School follows the requirements of the policy described above which requires notice and an opportunity for a parent, guardian, or educational rights holder to request a hearing prior to any involuntary removal.

Missed Work

If a student's absence is excused, he/she shall be allowed to complete all assignments and tests missed during the absence, which can be reasonably provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a student is absent shall determine what assignments the student shall make up and what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to the assignments missed.

Request for Homework

If a student is ill two (2) consecutive days or more, parents may request homework. Call the office at least one day before the day you wish to pick up the assignments. The teacher(s) will have the work ready to pick up in the office after school or the next day.

Notes from Parents

Please use the students **first and last name** on all correspondence regarding your child. This is especially important when the parent and the student do not have the same last name.

Tardies

An emphasis is placed on students arriving to school on time. Late students often miss the focus of the day or lesson and disrupt the flow of the lesson for other students. When students are late for school, please check into the office before going to class. Parents will be notified if a student has continual tardies and will be asked to follow through with a program to increase punctuality.

Independent Study Program (ISP)

RAFOS has adopted a policy for an Independent Study Program ("ISP"). The policy incorporates all of the requirements of law as required by Education Code 51745, *et seq.* and implementing regulations. RAFOS will offer ISP only for students who require an alternative to classroom based instruction due to a medical condition or mental or physical disability as documented by the Student's Section 504 plan or Individualized Education Program ("IEP"). For future school years, this policy permits RA to offer short- or long-term independent study to additional student populations, at the discretion of the Superintendent or designee. This policy is applicable to all RA ISP students, TK-12.

A copy of the Charter School's complete [ISP Policy #6158](#) can be viewed on our [BoardDocs](#) website, or obtained from the School upon request at the main office.

Health Related Independent Study

RAFOS may offer an ISP for up to one school year in unique circumstances based on student need, such as a temporary or permanent disability or medical issue.

Appointments

If your child needs to leave school for an appointment, please send a note with the student in the morning. Please arrive at the school office ten (10) minutes before you need to leave the school to ensure your student has enough time to get to the office and check out.

Parent Communication and Participation

The administration and staff recognize effective communication is instrumental in the success of your student and will strive to facilitate open and frequent communication with parents/guardians at all times. The following means of communication are used to help keep parents/guardians informed.

Email Policy

RAFOS utilizes email as a primary means of school to home and home to school communication. Student and family contact information will not be shared between families. To protect the privacy of Rocklin Academy families, all emails must be sent from the teacher, official PSP (Parent School Partnership) representative, or the office. Any communication sent must be related to official School business and approved by the School.

School Messenger/Newsletter Communication

School and Charter Management Office communication are emailed to the parent/guardian's email via SchoolMessenger. In addition, school newsletters are sent home via email through SchoolMessenger weekly. To ensure timely and efficient delivery of school information, do not block School Messenger from your email.

Websites

All RAFOS school site websites can be accessed through our organization's website at www.rafospublicschools.org.

Parent/Teacher Conferences

Parent/teacher conferences are held twice a year for students in Grades TK-6. Additional conferences may be necessary throughout the year and may be scheduled by parents or teachers.

Social Media Policy

RAFOS has a social media site for its program on Facebook. RAFOS reserves the right to prevent access to all viewers from commenting on its official social media site(s). When comments are permitted, RAFOS welcomes members of the community to contribute to RAFOS-sponsored social media pages and post comments that are in accordance with the protocols included in the RAFOS [Social Media Policy #1114](#). Comments posted by a member of the public on social

media networks are the opinions of the commentator and do not imply endorsement of, or agreement by, RAFOS and do not necessarily reflect the opinions or policies of RAFOS or its employees.

Positive Interactions & Grievance Procedures

RAFOS' goal is to provide an environment that permits all members of the RAFOS community to engage in constructive communication. Generally, such communication should take place directly between the involved individuals.

Should a difficulty or problem arise regarding your child, we ask that you use the following process to solve it as expeditiously as possible.

1. Request a telephone or personal conference with your child's teacher. Almost all issues and problems can be resolved at this level. Parents may request a conference with a teacher by sending a written note, an email, or by leaving a telephone message indicating the nature of the concern and giving several available times and dates for the conference to take place. In like manner, parents are expected to reply to a teacher's request for a conference. Immediate effective communication fosters a partnership between home and school and is one way of modeling similar home/school values to the students.
2. If resolution of the problem or concern is not reached at this conference, the principal (and/or designee) is advised of the situation and is called in to assist. Any concerns, which are not related to the classroom, should be brought to the attention of the principal (and/or designee).
3. If the concern is not satisfactorily addressed with the School principal, the parent may schedule a meeting with the Executive Director/Superintendent.

Please refer to the RAFOS [General Complaint Policy](#) and [Uniform Complaint Policies](#) (UCP) for further information. A copy of the Charter School's UCP and General Complaint Policy can be viewed on our website or obtained from the School upon request at the main office.

Abuse of School Personnel

Any parent/legal guardian or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts classwork or extracurricular activities or involves substantial disorder, is guilty of a misdemeanor which is punishable by a fine not less than five hundred dollars (\$500) and not more than one thousand dollars (\$1,000) or by imprisonment in the county jail for a period of not more than one year, or both. The school has the right to remove any person from campus who materially disrupts, or it appears is committing any act likely to disrupt RAFOS' operation.

Every person who, with intent to cause, attempts to cause, or causes, any officer or employee of any public or private educational institution or any public officer or employee to do or refrain from doing, any act in the performance of his/her duties, by means of a threat, directly

communicated to such person, to inflict an unlawful injury upon any person or property, and it reasonably appears to the recipient of the threat that such threat could be carried out, is guilty of a public offense punishable as follows:

- Upon a first conviction, such person is punishable by a fine not exceeding ten thousand dollars (\$10,000), or by imprisonment in the state prison, or in a county jail not exceeding one (1) year, or by both such fine and imprisonment.

If such person has been previously convicted of a violation of this section, such previous conviction shall be charged in the accusatory pleading, and if such previous conviction is found to be true by jury, upon a jury trial, or by the court, upon a court trial, or is admitted by the defendant, she/he is punishable by imprisonment in the state prison.

As used in this section, directly communicated, includes, but is not limited to, a communication to the recipient of the threat by telephone, telegraph, or letter. (Penal Code Section 71) [See Board Policy #1250.](#)

Parent-School Partnership (PSP)

RAFOS firmly believes that a parent-school partnership is vital to student success. As the primary educators of your children in partnership with the school, parents agree to support their child's education at home. This involves, but is not limited to, making sure homework is complete, supporting and enforcing the behavioral and academic policies of Rocklin Academy, and keeping an open line of communication with the staff throughout the year. We also highly encourage attending Back to School Night and Parent/Teacher Conferences.

Once you have chosen to enter into a partnership with us at RAFOS, we trust you will be loyal to this commitment. During these formative years, your child needs constant support from both parents and faculty in order to develop his/her intellectual, emotional, social, and physical endowment. Neither parents nor teachers can afford to doubt the sincerity of the efforts of their educational partner in the quest of challenging, yet nourishing, the student to reach his/her potential. It is vital that both parents and teachers remember that allowing oneself to be caught between the student and the other partner will never have positive results. Evidence of mutual respect between parents and teachers will model positive, mature behavior and relationships.

We have very active PSPs at all of our sites. The general goal of the PSP is to assist the school in matters pertaining to the school and its education program through parent participation, enhancing the curriculum by their support of our programs. The PSP is an important vehicle for parents to support Rocklin Academy and share their ideas. The PSP conducts fundraisers to support Rocklin Academy's special and ongoing projects/programs that are approved by the PSP board.

Volunteers

Volunteers make our programs stronger, and as such, we strongly encourage families to volunteer a minimum of 30 hours per school year; however, parental involvement is not a requirement for acceptance to or continued enrollment at RAFOS. There are many ways to be involved, including volunteering in a classroom, attending field trips, or participating on a committee. A copy of the Charter School's complete [Volunteer Policy #1240](#) can be viewed on our BoardDocs website or obtained from the School upon request at the main office.

Required Screening of All Volunteers

A key foundation of Rocklin Academy is full partnership with parents; however, in order to ensure the safety of all children, Rocklin Academy requires every volunteer to follow all requirements of the [Volunteer Policy #1240](#), complete a [Volunteer Requirement and Confidentiality](#) form located in the Volunteer Policy, have Live Scan fingerprint clearance, proof of a TB risk assessment and, if needed, examination on file, and be approved by the site administrator. Once you are LiveScanned with Rocklin Academy Family of Schools and cleared by an administrator, you are cleared to volunteer at any campus grades TK-12. TB clearance must be renewed every four (4) years.

Parent Volunteers with Siblings

Volunteers may not bring student's siblings when volunteering or attending events during the school day (with the exception of performances held in the multipurpose room or gym). We encourage families to work together to make arrangements for babysitting so that all parents have the ability to enjoy volunteer opportunities in their son or daughter's classes.

Notice

To ensure that RAFOS staff and teachers are prepared for you to volunteer, please make arrangements with your child's teacher in advance.

Megan's Law Website Review

RAFOS may screen parents and guardians of all enrolled students with the Megan's Law Website, though no information viewed on the Megan's Law Website will impact a child's admission or enrollment at any RAFOS school. The Board of Directors of Rocklin Academy has authorized the Executive Director and the School Principal (and/or designee) to cooperate and work with appropriate law enforcement agencies in taking any follow-up steps directed by law enforcement, including but not limited to, notifying parents of any potential concerns or information law enforcement agencies request us to provide.

Safety

Visitors

All visitors must enter through the main entrance and check-in at the School office to sign in and obtain a Visitor's Pass. Visitors will provide the purpose of their visit, time arrived, and expected time of departure on the sign-in sheet. Visitor passes are to be worn prominently, and they expire at the end of stated visitation time indicated on the sign-in sheet. Visitors, who have not been Live can-cleared are to be escorted by staff any time students are on campus during school hours.

Student Visitors

No student (i.e. minor) visitors are allowed on campus during school hours unless invited by administration. Teachers and administration have the right to excuse a visitor from a classroom or an event to be escorted back to the office or off school grounds at any time.

Emergency Card

To ensure students remain safe in our schools, it is the parent/guardian's responsibility to keep emergency medical and contact information up to date during the school year. RAFOS maintains emergency information for each child from the data provided by parents/guardians on the emergency card required annually before starting the first day of school. If you have an update to your child's emergency information throughout the school year, please contact the front office of your child's school site.

Emergency Information

Parent(s)/guardian(s) will be notified immediately of serious injury or sudden illnesses that occur during school hours. For this reason, you must notify the School office when there is a change of phone number or persons to be contacted when you cannot be reached. It is understood that enrollment at RAFOS automatically confers upon the school the obligation to select emergency care providers in the absence or the inability to reach the parents and that no liability would attach to such a decision in the event that the parents cannot be reached.

Change of Address, Telephone, or Cell Phone Numbers

The School must be notified immediately of any change in home address, home and work phone numbers, cell phone numbers, or email address. This will facilitate us in locating you in case of an emergency.

Transfer/Move to Another School

If a student is moving out of the area and/or is transferring to another school, a parent should notify the School office as soon as possible, complete a [Student Withdrawal Notification](#) form, and provide us with the new school address and moving date. Failure to do so will delay the

transfer of necessary school records to the new school site. All books, technology, and loaned materials must be returned to the school. A copy of the Charter School’s Student Withdrawal Notification form can be viewed on our website or obtained from the School upon request at the main office.

Separated Parents/Guardians

The School requests that the custodial parent file a court-certified copy of the custody section of the divorce decree or a court-certified copy of the custody decree with the School. In the absence of that order, equal rights will be afforded to both parents.

Student Release

Students may be released only to adults over the age of 18 that have been listed on the student’s emergency card. There are no exceptions. This is for the protection of all students. When students are released to someone other than their parents or guardians, the School will document this release in writing.

Emergency Situations

Emergency drills will be conducted throughout the year, and students are instructed on how to respond to a variety of emergency situations. In case of an emergency, students should remain with their teachers or campus supervisor. Students may not leave during an emergency without properly checking out from the designated student checkout station. Students will not be released to any adult not indicated on their emergency contact information. Parents are to remain in designated areas until safety officials or school administration declares it safe to release students to parents.

Parents and others may call our emergency information line at the Charter Management Office at (916) 778-4544, and select option #3, for information about student release. In the rare case of an off-site evacuation, parents must go to the alternative site to pick up their student.

The alternative sites are as follows:

Western Sierra Collegiate Academy	Kathy Lund Park 6101 W. Oaks Blvd. Rocklin
Rocklin Academy Gateway	Adjacent to RC Willey between 6554 and 6560 Lonetree Blvd. Rocklin
Rocklin Academy	End of Peregrine Ct. Rocklin
American River Collegiate Academy	Far parking lot at The Life Center Church 7801 Hazel Ave. Orangevale

School Safety Plan

The School Safety Plan covers such events as fire drills, school evacuations, and school lockdowns. A copy of the Charter School's School Safety Plan can be viewed on our website or obtained from the School upon request at the main office.

School Lockdown/Shelter In Place

In some situations, it may be necessary to have a school lockdown. The following procedures will be implemented for a school lockdown:

- Doors will be locked No one will be permitted to enter or leave the building, including visitors and volunteers
- Lockdown will continue until the school receives an "all clear" signal from emergency personnel

School Safety Drills

Regular fire, evacuation, and lockdown drills occur throughout the school year to ensure the safety and well-being of all students in the event of an emergency. Students are expected to respond quickly and safely as directed by their teacher. If you are in your child's classroom during a fire drill or a lockdown drill, please stay with your child until the drill is over.

Property Search

Student lockers, desks, and other similar property are owned, leased, or controlled at all times by the School. The School exercises exclusive control over school-related property, which is subject to search by school officials at any time. A student should not expect any privacy regarding items placed or stored in or on school-related property because school-related property may be subject to search by school officials.

Search and Seizure

A student's person and/or personal effects (e.g., backpack, purse, etc.) may be searched if a school official has reasonable suspicion that the student has violated or is violating either the law or RAFOS rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials.

Periodic general inspections of instructional space and other areas of the School may be conducted by School officials for any reason at any time without notice. Student lockers, including P.E. lockers, are school property and remain at all times under the control of RAFOS. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. A copy

of the Charter School's Campus School Search and Seizure Policy can be viewed on our [BoardDocs](#) website or obtained from the School upon request at the main office.

Drugs, Chemicals, and Tobacco

RAFOS maintains a safe and healthful environment for students by prohibiting the use of drugs, alcohol, tobacco, toxic substance, and controlled substances without a physician's prescription. This includes, but is not limited to, smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes that can deliver nicotine and non-nicotine vaporized solutions. This prohibition extends to all facilities, whether owned, rented or leased. This prohibition includes all School property and all off-campus events sponsored by the School. Use of controlled substances, toxic substances, and alcohol before, during, or after school hours, at school, or in any other school location, is prohibited. Paraphernalia associated with controlled substances is prohibited.

Weapons

It is a felony to possess, store, or keep a weapon on School property. No student or non-student, including adults and visitors, shall possess, use or distribute a weapon within the Rocklin Academy Family of Schools locations. RAFOS will act to enforce the student Suspension and Expulsion Policy and to discipline or take appropriate action against any student, teacher, principal, Academy employee, volunteer, or member of the public who violates the law. Any student who becomes aware of a weapon being brought to school must immediately notify a staff member and should NOT pick up or move the weapon.

Each RAFOS Charter School's [Suspension and Expulsion Policy](#) is contained in that school's charter renewal document and may be obtained from the School upon request, at the main office, or accessed on the website.

Law Enforcement for a Safe School Environment

RAFOS students, parents, staff, and administration partner with local law enforcement to ensure a safe campus. While police officers have the right to enter a School campus for purposes of interviewing students, a parent will be notified and, when allowed, invited to be present during the interview. An administrator will remain with the student during questioning or until a parent is present. RAFOS follows the guidance of the Attorney General of California regarding policies that limit assistance with immigration enforcement at public schools, to the fullest extent possible consistent with federal and state law and ensure that public schools remain safe and accessible to all California residents, regardless of immigration status.

Health Services

Administration of Medication Procedures

All medication, including non-prescription medication, requires a signed release form from the parent and physician for School personnel to administer the medicine as prescribed in the written statement from the attending physician. Only trained school personnel are authorized to disburse medication. A student may carry certain medications in accordance with the law and with doctor's approval.

For any medications needed on overnight field trips, parents are required to complete an overnight field trip medical form, signed by a physician, giving specific instructions of disbursement to the student by Rocklin Academy Personnel. This includes, but is not limited to, any prescription medication and over the counter medication, such as antacids, Ibuprofen, vitamins, and Tylenol, as per school Policy.

School personnel are trained in CPR, and those who have volunteered have been trained in auto-injectable epi. A copy of the Charter School's [Administration of Medication Policy #5141.21](#) can be viewed on our BoardDocs website or obtained from the School upon request at the main office. The Medication Release Forms are located at the main office and on the website under [Health Services](#).

Allergy Procedures

Food allergies can be life-threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students. The faculty and staff are trained in CPR and injectable epinephrine usage.

Food in Classrooms

All food brought into classrooms for academic activities and/or academic-based celebrations needs to be store-bought, with the ingredient label attached. We have many students with identified allergies and must ensure a safe environment for all students. Please refer to the [Food Allergy Plan](#) and [guidelines](#) (located on the website) for additional food allergy information. Additionally, birthday treats involving food are prohibited in accordance with the food allergy guidelines.

Family's Responsibility

- Notify the School of the child's allergies.
- Provide emergency contact information.
- Provide written medical documentation, instructions, and medications as directed by a physician, using the comprehensive allergy plan as a guide.

- Provide properly labeled medications and replace medications after use or upon expiration.

School's Responsibility

- Be knowledgeable about and follow applicable federal laws, including ADA, IDEA, Section 504, HIPAA, and FERPA, and any state laws that apply.
- Review the health records submitted by parents and physicians.
- Include food-allergic students in school activities. Students should not be excluded from school activities solely based on their food allergy.
- Assure that all staff who interact with the student on a regular basis understand food allergies, can recognize symptoms, know what to do in an emergency, and work with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
- Practice the Food Allergy Action Plan before an allergic reaction occurs to assure the efficiency/effectiveness of the plans.
- Coordinate with the office to be sure medications are appropriately stored and be sure that an emergency kit is available that contains a physician's standing order for epinephrine. Designate school personnel who are properly trained to administer medications in accordance with the laws governing the administration of emergency medications.
- Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy.
- Take threats or harassment against an allergic child seriously.

Keeping Your Child Home –Illness or Other

Guidelines to help determine if your child should stay home due to illness are located on the health department tab on our website. Families are required to follow the COVID-19 health and safety protocols adopted by the school. All direction for return to school criteria following an illness or an exposure are taken from the Placer County Health Department and the California Department of Education's guidelines.

Guidelines to help determine if your child should stay home due to illness are located on the health department tab on our [website](#). Families are required to follow the COVID-19 health and safety protocols adopted by the school. All direction for return to school criteria following an illness or an exposure are taken from the Placer County Health Department and the California Department of Education's guidelines.

Injuries and Illnesses

It is the policy of Rocklin Academy that all injuries to the face and head will be reported to the office and that office staff will write up an incident report. The office will call home and notify the parent(s) or guardian(s) of the child. Any injury that requires medical assistance, such as, but not limited to, the child needing to go to the doctor or hospital, will be brought to the principal (and/or designee's) attention. Receiving ice or a bandage is not considered medical assistance. Regarding illnesses at school, please refer to the [School Illness Management Guidelines](#) accessible on the RAFOS health website.

Health Screenings

Vision and hearing screenings shall be completed in kindergarten, 2nd, 5th and 8th grade. Color vision is also screened in kindergarten for male students only. Vision and hearing screenings are completed by the credentialed school nurse and/or qualified personnel authorized by the school. Screenings are also completed as a part of special education testing. Private vision, hearing, and scoliosis screenings in-lieu of the school screenings are acceptable. Results should be documented by the student's M.D./D.O. and presented to the School for documentation in the student's health file. Parental written refusal of school screenings should be submitted to the School office prior to the date of screening. School-based health screenings shall be performed in accordance with direction by the California Department of Education.

Academics

RAFOS students build a depth of understanding in core concepts through a cohesive K-12 education program.

Core Knowledge (Grades TK-8)

A Core Knowledge education is built upon a detailed outline of specific content to be taught in language arts, history, geography, mathematics, science, and the fine arts. As the core of a school's curriculum, it provides a solid, coherent foundation for learning; it is also flexible to meet local needs. The Core Knowledge curriculum is the result of research into the content and structure of the highest performing elementary school systems around the world. Specific content includes language arts, world history and geography, visual arts, music, mathematics, and science for grades Preschool through Eight. More information about Core Knowledge is available at the Core Knowledge website: www.coreknowledge.org.

College Preparatory and Advanced Placement (Grades 9-12)

All students in High School (grades 9-12) will be enrolled in the course work required for entrance to the University of California, California State University, and selective private universities. The curriculum will be engaging and rigorous, meeting and providing the opportunity to exceed California state standards and common core standards. It will emphasize core classes such as science, math, social studies, language arts, world languages, and the

visual and performing arts. It is the expectation that all students will take Advanced Placement (AP) courses beginning no later than the sophomore year.

Reproduction and Puberty Education

RAFOS provides instruction in puberty, reproduction and life cycle education in the 5th grade. Students are taught in girl or boy only settings and receive content on both genders. Transgender or gender non-conforming students will sit with the group they identify with. Puberty education includes associated anatomy, physical and emotional changes, and hormones. Reproduction education includes life cycle, reproductive anatomy of both genders, cell, genes, traits, asexual and sexual reproduction, uterine growth, and delivery. Written and audiovisual educational materials used in this education are available for parent/guardian review at the viewing 2 weeks prior to the lesson. The education will be taught by the credentialed school nurse. Parents have the right to excuse their child from comprehensive sexual health education. In order to excuse their child, parents must state their request in writing to the charter school.

Sexual Health Education

RAFOS offers comprehensive sexual health education to its students in grades 7-12. A Parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out")

process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to RAFOS.

A student may not attend any class in comprehensive sexual health education or HIV prevention education or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Standards Based Assessing and Learning

Instruction is focused on identified standards for each subject in each grade level. Students are provided with learning targets and how their work will be assessed and measured for proficiency.

State Mandated Testing

A charter school's renewal is dependent on academic accountability, mainly how students perform on state standardized tests. The California Assessment of Student Performance and Progress (CAASPP) System requires assessment for all schools, and further information can be found at the following website: <http://www.cde.ca.gov/ta/tg/ca/>. It is crucial for RAFOS to represent itself as the high-level family of schools it is, in order to secure our existence. In order to succeed in this, RAFOS highly encourages all students to participate in any state-mandated testing. Parent/guardians may exclude the child from specific testing by written request to the school site principal.

Promotion and Retention

We expect students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement as measured on the CAASPP, teacher observations, assessments, and/or grades, exceeds grade-level standards, the principal may recommend a student for acceleration into the next grade-level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate.

As early as practicable in the school year and students' careers, the principal shall identify students who are at risk of being retained and who should be retained in accordance with law, [Board Policy #5123](#), and the following criteria:

- Minimum grade-level standards and/or grades
- Scores on achievement tests
- Teacher evaluation of student's abilities and effort
- Student's motivation level
- Proficiency assessments
- Attendance

When a student is identified as being at risk for retention or recommended for retention, the School shall provide opportunities for intervention. Retention should only be considered as a last resort if the ongoing interventions have failed to help the student make adequate progress toward grade-level standards.

Individual Student Success

RAFOS utilizes a Multi-Tiered System of Supports (MTSS) to provide individual supports for students. MTSS is a systemic, continuous improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. RAFOS maintains policies and procedures to identify and evaluate any student who may need assistance in his/her educational program or to provide access to school programs. Students, parents, or others who have questions or concerns are encouraged to contact the teacher and school principal.

Student Study Team (SST)

The SST is a general education function in which a multi-disciplinary team considers, plans, and assesses general education interventions and supports for students experiencing academic, behavioral and/or socio-emotional difficulties. The team may consist of a teacher, principal, support personnel and parents, but may also include specialists as appropriate based on individual student needs. This early intervention for students through the SST process is a function of the general education program and not of special education. The SST process provides an opportunity for an in-depth focus on improving school success, one student at a time.

Special Education

Special education is designed to ensure that students with disabilities are provided with an environment that allows them to be educated effectively. RAFOS provides special education services for those students identified as having exceptional needs. Special education must include a comprehensive assessment and diagnosis by a multidisciplinary team and the development of an annual Individualized Education Program (IEP) for each student, outlining academic and behavioral goals, services to be provided, and methods of evaluation. A parent

may request assessment for special education at any time. The RAFOS Special Education Policy is available for review on our [BoardDocs](#) website.

Section 504

A student can be referred for consideration of a Section 504 plan, by the Student Study Team (SST) if they are exhibiting academic, social, emotional, and/or behavioral problems. A student may qualify under Section 504 of the Rehabilitation Act if he/she has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. A parent may request assessment for a Section 504 plan at any time. The RAFOS Section 504 Policy is available for review on our [BoardDocs](#) website.

English Language Development

RAFOS must determine the language(s) spoken at home by each student. This information is essential in order to provide meaningful instruction for all students. If a language other than English is noted on your child's home language survey, the law requires us to test your child's English language proficiency. Once your child is tested, and if your child is identified as an English learner, the law requires all public schools to provide English language development until he/she meets criteria to be reclassified. RAFOS provides all English Learners with effective and high-quality programs and services that develop listening, speaking, reading, and writing skills as quickly as possible. Students are provided both designated and integrated English Language Development (ELD) instruction that is intentional, explicit, and rigorous. English Learner students are placed in a general education classroom with a teacher authorized to teach English Learners. In addition to the core curriculum, these students are taught specific language development skills in accordance with California's English Language Development Standards.

Gifted and Talented Education (GATE)

RAFOS strives to identify and serve gifted and high achieving students from all groups, including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds. Every RAFOS school has a GATE program within the general education classroom. Through highly motivating lessons and appropriate placement in classroom clusters, we provide differentiated learning opportunities during the regular school day that are based on grade-level standards extended by depth, complexity, and acceleration, which enable students to reach their full academic and personal potential.

Beliefs/Faith

A student may not be compelled to affirm or disavow any particular personally or privately held worldview, religious doctrine, or political opinion. Unless otherwise specifically authorized by

law, no student shall be relieved of any obligation to complete regular classroom assignments due to a privately held worldview or opinion.

Instructional Material

Each student is issued a set of books, technology, and other materials at the beginning of the school year. Students are expected to care for the books, including covering books if needed, and materials and return them in June in a similar condition. Parents should be aware that they are responsible for textbooks, technology, and materials given to their students, and will be required to pay for lost, stolen, or damaged textbooks. Debts for damaged, stolen, or lost books, materials, and technology must be cleared each year through the school office. Record requests and transcripts may not be provided until all materials are returned and/or fines are paid.

Literature Selection

The purpose of this Literature Selection Policy is to see that all students have extensive exposure to quality literature. Rocklin Academy's faculty, administration, and Board of Directors are committed to the Core Knowledge Sequence and Advanced Placement curriculum, which incorporates poetry, plays, novels, short stories, and other forms of literature. Core Knowledge and Advanced Placement readings should be the first priority in which to base the literature selection in the classroom. All selections within the Core Knowledge Sequence, Advanced Placement curriculum, and any additional assigned reading should meet the following criteria:

- The selection must meet state and federal standards, codes, and laws.
- The selection must meet an appropriate instructional purpose.
- The selection must appropriately model a literary element (character, setting, plot, conflict, etc.), style, or genre that the student is expected to learn.
- The selection must have identifiable literary or curricular merit.

Literature that students select themselves from the online school library, classroom libraries, public libraries, home libraries, or other sources shall not come under the guidelines of this policy.

Responsibility for Selection

The responsibility for content and appropriateness of materials is delegated to teachers and staff, but ultimately, this responsibility rests with the administration.

- Any assigned reading will be reviewed and selected by the teacher to make sure it meets the above criteria.
- Literature selected for the classroom will be selected by teachers with approval with site administration. Advanced Placement reading materials are primarily selected from the AP recommended reading list. Some materials may contain content that is

of a mature nature. We encourage parents and students to review the course syllabus for titles and content rationale.

- A list of 9-12 grade literature will be provided to all parents through the course syllabus.

Donated Reading Materials

Any donated reading material will be distributed to the teachers in an age-appropriate manner. It is the responsibility of the teacher to review the donated books and accept or reject the donated reading material.

Concerns Regarding Assigned Literature

The following steps of this Literature Selection Policy are to be taken if any parent feels an assigned reading does not meet the criteria set forth in this policy. These steps also follow the following "Order of Communication."

- If parents have concerns about materials, the first step is to speak to the teacher.
- If the parent's concerns cannot be resolved, the principal (and/or designee) will review the request and make a determination.

Media Selection Policy

RAFOS teachers/site principals are responsible for ensuring that all films/videos align with RAFOS' educational programs, are age-appropriate, and have been reviewed for appropriateness for classroom viewing by all students. Parents are informed when an industry rated film/video is above the age level to which it is being shown (i.e., above G Rating for K-6, above PG Rating for 7-8, and above PG-13 Rating for 9-12). Students whose parents/guardians have requested that their child not view the film/video will be provided an alternative educational activity. Participating in the alternative activity will result in no adverse actions for the student. A copy of the Charter School's [Curriculum and Instructional Materials Selection Policy](#) can be viewed on our BoardDocs website or obtained from the School upon request at the main office.

Parental Notice Regarding Controversial and Sensitive Topics

In recognition that Rocklin Academy's curriculum, supplemental materials, diverse student body, and classroom discussions will expose students to a marketplace of ideas, the Board recognizes that a myriad of topics may come up in the classroom or elsewhere on campus. These topics may include, but are not limited to: federal, state and local politics; race; religion; gay, lesbian, and transgender issues; discrimination against protected classes; suicide; war; and local, state, national and/or international current and/or past events in the news, including but not limited to, statements made by political leaders about those events. Teachers will endeavor to notify parents in advance of controversial topics being discussed when they are

part of the school's curriculum or a teacher's lesson plan so that parents can also share their views at home. However, since students often make statements or ask questions about these sorts of topics or bring in materials and discuss or share them spontaneously, we cannot always notify parents in advance of such classroom discussions. Where advance notice is not possible, teachers will endeavor to notify parents via email or verbally after the fact. It must be noted that since every parent has a different definition of what would constitute a controversial and/or sensitive topic, the school cannot always guarantee notice to parents because a teacher might not recognize a topic as generally controversial or sensitive even though it might be controversial and/or sensitive to an individual.

As teachers notify parent(s) regarding controversial and/or sensitive topics being addressed at school, in accordance with the right to privacy contained in the California State Constitution, parent(s) will not be notified of any issues involving individual students without the consent of that student's family. For example, if a student is undergoing cancer treatments and a discussion of this comes up in class, you will not be notified that a student in your child's class has cancer or is undergoing medical treatments. Such information shall not be disclosed without consent of that student's parent(s) and/or legal guardian(s) in order to protect the privacy rights of the student as afforded by the California State Constitution. Because of student privacy rights, parent(s) may not be notified of all circumstances that led the school to choose a particular piece of supplemental instructional material. For example, if the school determines that it is necessary to prevent racial harassment or bullying, it might choose to expose students to material on racial discrimination to sensitize students about the need to treat others with respect.

Academic Integrity

Rocklin Academy Family of Schools believes that creating a learning environment that promotes high standards of learning is paramount to the success of our students. Creating this environment relies upon students following our positive behavior expectations. Cheating, plagiarizing, and/or presenting another person's work as a student's own work, are all examples of behavior that will be an obstacle to having an environment that promotes learning.

Factors that contribute to cheating include pressure for grades, not enough time to finish all the required homework, students taking advantage of classroom situations that may provide an opportunity to cheat, unrealistic parental expectations, and inefficient study skills. None of these reasons makes cheating acceptable and will result in consequences for the student's actions.

Definition: Cheating and/or plagiarism is taking (or lending) a person's work, information, ideas, research, and/or documentation, without properly identifying or crediting the originator.

The following list, which is not intended to be all-inclusive, presents some examples of cheating:

1. Copying from another student's assignment or test.

2. Using any kind of external aid (crib notes, cheat sheets, etc.) when not authorized.
3. Possession of a test, quiz, and/or other confidential document without expressed teacher permission.
4. Making a copy, in part or in whole, of a confidential document, including but not limited to, taking a picture of a test or quiz
5. Creating false data for a bibliography, lab results, projects, etc.
6. Borrowing a study sheet or object with answers and copying them as one's own work.
7. Plagiarism: Copying in part or in whole from a source without giving proper credit to the author including items found through electronic sources such as the internet.
8. Turning in someone else's work, in part or in whole.
9. Attempting to solicit another to violate Rocklin Academy's Academic Integrity Policy.
10. Presenting group work as an individual effort.
11. Letting someone else see one's own or another person's paper during an examination, test, quiz, or assignment with the knowledge that this action would lead to cheating.
12. Copying work assigned to be done independently or allowing someone else to copy one's own or another's work, including computer-generated information and programs.
13. Giving test information to other students in other classes or periods of the same course.

The teacher has a variety of tools by which to determine when there is a breach of the academic integrity policy. The teacher's professional judgment is the final factor in determining when a breach has occurred.

Consequences (Grades K-6)

Cheating and plagiarism are considered unacceptable at Rocklin Academy. If a student is caught cheating or plagiarizing, students are expected to redo the assignment. Additional consequences can include but are not limited to a Major Behavior Communication Form, Administrative Referral, parent/teacher/principal conference, and/or in-school Suspension.

Consequences (Grades 7-8 and 9-12)

For middle and high school students, the same accountability will apply. However, an offense in middle school will not impact the student's high school records, except as consistent with the Suspension and Expulsion Policy. When a student has been found cheating, the minimum consequences and procedures for each instance are as follows:

First Instance

1. Student receives an "I" (incomplete) grade on the assignment and must redo the assignment/assessment following teacher guidance and the highest grade a student can earn on the assignment is a "C."
2. The teacher calls the parent(s)/guardian(s) and informs them of the offense and that the student will be referred to administration. The teacher will make a log entry so that accurate accounting of instances is tracked.

Second Instance

1. Student must redo the assignment/assessment following teacher guidance. The student will receive zero (0) points for the completed assignment, and that assignment will be calculated into the student's final grade. The student must show mastery of content on that assignment as well as all other summative assessments to achieve a mastery grade in the class.
2. The teacher calls the parent(s)/guardian(s) and informs them of the offense and that the student will be referred to administration. Administration will make a log entry so that accurate accountings of instances are tracked.
3. The student may be suspended from any extra-curricular activity, including but not limited to participation in sporting events, dances, for a period not to exceed 30 calendar days.
4. The student will not be eligible for the Academic Achievement Award if both occurred in grades 9-12.

Third and All Subsequent Instances

1. Student receives "NC" (No Credit) for the current class. The student must retake the course for credit.
2. The teacher calls the parent(s)/guardian(s) and informs them of the offense and that the student will be referred to administration. Administration will make a log entry so that accurate accountings of instances are tracked.
3. The student will be suspended from any extra-curricular activity, including but not limited to participation in sporting events and dances, for a period not to exceed 30 calendar days.
4. The student will not be eligible for the Academic Achievement Award if they occurred in grades 9-12.

Field Trips

RAFOS recognizes that school-sponsored trips supplement and enrich the classroom learning experience. Students are required to follow all the rules of conduct when going to and from school, on field trips, and other school-sponsored activities. A copy of the [field trips policy](#) can be viewed on our BoardDocs website or obtained at the school's main office.

Students must have written parental permission, including pertinent medical information, in order to participate in any field trip. All chaperones and drivers going on field trips must be approved to volunteer. Student placement in chaperoned vehicles is at the discretion of the teacher, no exceptions. **All drivers must follow the [Student Transportation Policy](#), complete, and submit required forms annually.** If the parent wishes to drive their child only, a **Travel Liability Release** form must be on file in the school office and is available on the RAFOS website.

For the safety of the students, the following must be observed:

- One seat belt, booster, or car seat must be provided for and used by each vehicle occupant, and only one person will use each seatbelt, booster, or car seat.
- No more than ten (10) people, including the driver, will be transported in any private vehicle, except in an official school bus, school activity bus, or by a charter company.
- No private (non-chartered) vehicle, including vans, with more than ten (10) seats, should be used (regardless of the number of passengers).
- No one may ride in the bed of pick-up trucks.
- Motorcycles will not be used.
- Parents will not make non-essential, unscheduled stops while transporting students during a field trip. Non-essential stops include, but are not limited to, stopping at a restaurant or a drive-thru.
- Only G rated (grades K-6), PG-rated (grades 7-8), and PG13 rated (grades 9-12) videos/DVDs or CDs may be played while transporting students to and from a school field trip.
- No siblings or persons not on the approved volunteer list will attend school-sponsored field trips.
- Overnight field trips must have male and female chaperones if both male and female students are attending.
- State laws regarding age/weight of front-seat passengers will be strictly observed.
- For safety reasons, drivers must take a half-hour break for every four hours driven and may not drive longer than 10 hours in a day.

Car Seats:

According to California State Law,

- Children under the age of 8 must be secured in a car seat or booster seat in the back seat.
- Children who are 8 years of age OR have reached 4' 9" in height must be secured by a safety belt.
- Passengers 16 years of age and over are subject to California's Mandatory Seat Belt law.
- Children under the age of 12 ride in the back seat.

A copy of the Charter School's Student [Transportation Policy](#) can be viewed on our BoardDocs website or obtained from the School upon request at the main office.

Student Information

Parental Notice Regarding Bathroom Use on Campus

In 2013, the Governor of California signed AB 1266 (Education Code section 221.5 et seq.) into law requiring all public schools in the State to make restroom and locker room facilities available to transgender students based upon their gender identity. As a result, the Board adopted [Policy 5145](#), affirming this law. RAFOS has private stalls in all of its restrooms to protect student privacy. Additionally, any student, regardless of gender or gender identity, may utilize gender-neutral, single-use, restrooms for additional privacy or security upon request. If parents have any questions about this law, or which restroom your child can use, please contact your child's School principal.

Classroom Placement

The RAFOS administration makes every effort to ensure that EACH teacher demonstrates high quality, research-based instruction, and develops exemplar-learning experiences for all ranges and levels of students. Through ongoing staff development and classroom observations of teaching and learning, Rocklin Academy administration maintains the quality and equity of instructional techniques, pedagogy, and strategies utilized by the teaching staff. Through careful monitoring and rigorous hiring practices, RAFOS's Board and administration are confident that each teacher is capable of meeting the needs of all students. Student placement is made by teachers and administration via a non-biased process using several criteria, including special academic or behavioral needs. We do not honor requests for specific classroom teachers.

Student Records

RAFOS maintains educational records on all students, in accordance with state law, to help plan each student's educational program and to communicate student progress with parents/guardians. Student records include such information as standardized achievement and ability test data, grades, attendance, health and medical records, and evaluations by professional staff. Parents and adult students have the right to review the student's education records. In order to do so, parents and adult students shall submit a request to review education records in writing to the school principal. RAFOS will provide copies of requested documents within five (5) business days of a written request for copies. RAFOS may charge actual costs for copies.

Annual Parent Notice

State law requires public schools to provide annual notice to parents/guardians of certain rights and responsibilities. The RAFOS Annual Parent Notice is included in the Back to School Packet to all students and available for review on the school [website](#). Parents/guardians are required

to acknowledge receipt of this notice by indicating on the electronic emergency card. In the event of any discrepancy between this District Handbook or a school site's Supplemental Handbook, the RAFOS Annual Parent Notice will prevail.

Student Surveys

Rocklin Academy Family of Schools may participate in the California Healthy Kids Survey and/or other federal or state surveys to measure student health, risks, and behaviors. Before the survey is administered, parents/guardians will be notified about the survey and given the option to opt-out.

Personal Property

RAFOS is not responsible for lost or stolen items. While we are sympathetic to items that are missing, please remember that it is our endeavor to focus as much time possible on refining our programs and instruction to maximize student achievement, and time taken to look for these items hinders these efforts.

Cell Phones and Personal Electronic Devices

RAFOS permits students to possess, but not use private devices while on school grounds, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off campus before or after school.
- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Unless the device is a permitted E-reader used for an educational purpose and supervised by the classroom teacher, private devices shall be turned off and shall not be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus.

- During break periods, between class periods, or during lunch.
- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege. All Charter School employees shall remove any private device from the possession of a student found to be violating this policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians may be contacted to pick up any confiscated private devices at the end of the regular school day or at the conclusion of a Charter School sponsored activity.

Photography

Unless expressly directed by a teacher or staff member and in accordance with existing parent permissions, students are prohibited from the taking of pictures or video/audio recordings of students, staff, or school or private property while under the jurisdiction of school rules. In addition, students may not post on the internet, transfer, email, or exchange such images in any way without permission. Students in violation of this are subject to disciplinary consequences consistent with school policy.

Cameras of any kind, including smartphones with built-in cameras, are not allowed in student possession during standardized testing.

Yearbook Pictures and Student Photographs

The School must have parent/guardian consent for a student to be photographed or videoed at school or during any school-sponsored function. This permission is part of the emergency card. Any reproduction of photo, video, and/or student work may be used for the purposes of education and/or promoting Rocklin Academy Family of Schools and its programs.

Sales and Solicitation

All selling of outside items (such as, but not limited to cookies, wallets, jewelry) is strictly prohibited on the campuses of RAFOS unless authorized by the principal or designee.

Student Conduct

The RAFOS school environment cultivates students who are responsible, compassionate, and engaged citizens. In order to provide students with a safe and effective learning environment, students are expected to follow school rules. School rules are supported by Positive Behavioral Interventions and Supports (PBIS), a research-based behavior intervention system. PBIS uses a multi-tiered system of supports framework to provide a continuum of positive behavior interventions for all students within a school. This intervention system has the following goals and outcomes:

- Create a positive school culture and climate with consistent and clear student expectations across classes and grade levels.
- Support students with frequent, positive reinforcement.
- Use frequent evaluation of behavior data from staff members to add additional supports and preventative coaching for students.

Technology

All Rocklin Academy Family of Schools students are required to sign the "[Technology Use Agreement](#)" and the "[Use of App and Web-based Services](#)" forms prior to accessing technology resources and to abide by the terms and conditions of all applicable Board Policies and corresponding Administrative Regulations.

The RAFOS Board does not authorize the use of any computer equipment, network services, and online resources that are not conducted strictly in compliance with this policy. Your signature on these documents indicates that you have read the terms and conditions carefully, understand their significance, and agree to act responsibly.

The RAFOS Board believes that the use of computing devices in the learning environment, including network services, and access to online content (Internet) offer vast, diverse, and unique resources for students and staff. The goal of providing these resources is to promote educational excellence in schools by facilitating learning through collaboration, innovation, communication, access to knowledge and information, digital citizenship, and responsible use.

Technical limitations: All network and Internet access at RAFOS schools will be content filtered for appropriate educational use. RAFOS makes careful and reasonable efforts to filter harmful content from students and that technology resources are used primarily for activities that support learning objectives. However, Internet content filtering is not an exact science, and parents/guardians are advised that on occasion through intended use, or through deliberate and determined actions, a user may be able to gain access to content and services on the Internet which RAFOS has not authorized, intended for educational purposes, or that may be considered inappropriate, offensive, or controversial. Parents/Guardians are also advised that RAFOS is not able to censor all communications on the Internet, nor control or filter content accessed by personal devices that utilize wireless carrier data networks. Parents/Guardians assume this risk by consenting to allow their students to participate in the use of computing devices and online services for the intended purpose of learning. Network access and Internet use is a privilege, not a right. Students who violate or disregard the "[Technology Use Agreement](#)" and the "[Use of App and Web-based Services](#)" may have their use privileges suspended or revoked and may be subject to other disciplinary actions. All users granted access to the RAFOS data network assume personal responsibility and liability, both civil and criminal, for uses not authorized by this agreement and board policy.

Suspension and Expulsion

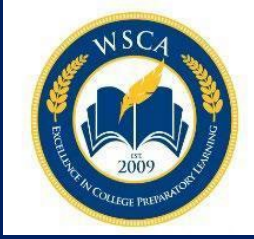
For an in-school suspension, the student is removed from the grade-level classroom and spends the hours or days of In-School Suspension in another classroom under the supervision of a teacher. Students are expected to use this time to complete all assigned work, for which they receive credit.

For repeat offenses and first offenses of a serious nature, students are removed from the classroom and sent home. Students must make up all academic work for which they receive full credit. Students may be suspended or expelled for violating any of the enumerated offenses listed in the charter for their specific school. The discipline policy in each charter is available at www.rafospublicschools.org.

Appendix

School Calendars

Theory of Change



Western Sierra Collegiate Academy

Parent-Student Supplemental Handbook 2022-2023



Western Sierra Collegiate Academy

660 Menlo Dr.

Rocklin, CA 95765

916-778-4544

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Western Sierra Collegiate Academy

Administration

Principal	Jennifer Hill	jhill@rafos.org
Assistant Principal	Scott Crosson	scrosson@rafos.org
Assistant Principal	Sabrina Sanchez	ssanchez@rafos.org

Operations Committee

Kris Cologna	Laura Kinnoin	Andrew Grames
Diana Higashi	Cynthia Buhler	Lyman Dayton
Larry Stieber	Kim Reyne	PSF Student Rep
Jennifer Hill	ASB Student Rep	

C-Prep Statement

As a Western Sierra student, I am....

"C" - COMMITTED

- To work hard
- To do whatever it takes
- To dedicate the time and effort necessary to achieve success
- To become a lifelong learner
- To be honorable, kind, generous, and empathetic

"P" - PREPARED

- To be in class on time
- With my homework
- To manage my time for tests, projects, and deadlines
- To be ready to participate

"R" - RESPECTFUL

- Of myself – my body, my heritage, my own strengths and values
- Of others – no put-downs; respect my family, my teachers, my classmates, people from different backgrounds, people in my community and around the world; I help other people out
- Of the space – stash my trash; take care of my stuff; clean up after myself; take care of my planet; and challenge others to do the same

"E" - ENGAGED

- To make appropriate eye contact with others
- To participate in class and outside of class discussions
- To avoid one-word answers
- To seek out interesting problems and make things better
- To give and receive feedback from peers and teachers with optimism

"P" - PROFESSIONAL

- By doing my Personal Best in everything I do
- By showing up on time and staying 'til the end
- By being aware of the quality standards expected of me; meet or exceed them
- By using appropriate and intelligent language
- By wearing appropriate clothing at my school/professional workplace
- By using my own words and my own work free from deceit, plagiarism, and misrepresentation

C-Prep Honor Code

As a member of the Western Sierra community, I pledge to conduct myself at all times honorably and in a way that shows pride in myself, my family, my school, and my community. As a person of honor, I will show:

Respect for Academic Honesty in all my scholastic efforts. I will, at all times, use my best efforts to accomplish the highest academic achievement of which I am capable of. My words and my work will be free from deceit, plagiarism, and misrepresentation.

Respect for Others in all my words, expressions, and deeds. I will be kind and courteous to teachers, staff, and fellow students and refrain from hurtful words and actions. I will respect people's privacy. I will encourage others to pursue personal happiness and academic success in the school community.

Respect for Property at all times. I will treat my school as I would my home and the property of others as private and not to be touched without their permission. I will take pride in my campus and go out of my way to always ensure that my school reflects the values and expectations of a quality learning and work environment.

Respect for Myself in everything I do. I understand that my academic work, my conduct with others, my attitude towards property, my personal honor and the honor of my school community are my personal responsibility. I will uphold this code by observing it myself and assisting my school peers in making self-honoring choices. I am committed to actively support the Western Sierra Honor Code and promise to faithfully follow these responsible, resourceful, and respectful expectations.

Grading and Reporting

Grading Philosophy

Western Sierra wants to create a future that includes a community of leaders who have strong shared beliefs and values, that ALL students have the ability to learn at high levels and the expectation of our school is to meet or exceed that level. To achieve this core value, Western Sierra uses a mastery learning approach to assess student learning to ensure that all students meet established academic standards.

The primary purpose of reporting student academic performance is to communicate to students, parents, school administrators, post-secondary institutions, and employers each student's academic achievement. In order to present a comprehensive evaluation of student learning, this information will be presented through these two domains: Academic Mastery and Citizenship. The philosophy also recognizes that students, teachers, and parents all have roles and responsibilities in this process and that the highest likelihood of success exists when all parties work together as equal, engaged partners.

Domain I: Academic Mastery

Academic Mastery grades are designed to communicate each student's academic performance as it relates to each student's level of competency of the course's essential standards. Academic mastery grades shall not be influenced by comparisons of students to each other, extra-credit, perception of student zeal, or any behaviors reported on by the citizenship grade or any factor other than the student's academic performance. The main components in reporting each student's Academic Mastery grade are the assessments built upon the essential standards within the courses they are taking.

It is also the philosophy of Western Sierra that students learn at different rates, balanced with the timetable of a fixed school calendar and clear, realistic, and fair deadlines. The learning objectives and standards for a class are fixed, the School calendar and assessment deadlines are fixed, but the time that it takes all students to achieve competency of the essential standards may vary. Therefore, students and teachers will have opportunities to continue the learning process outside of the traditional class period to meet the needs of individual students, who may require additional teaching, practice, assessing, etc.

Domain II: Citizenship

Creating a community of knowledgeable, ethical, responsible, critical thinking, and engaged students is a core value of the Rocklin Academy Family of Schools (RAFOS). Students are expected to exhibit appropriate classroom citizenship. The Citizenship grade communicates to the student and parents how well the student is meeting the behavioral expectations of each class. Citizenship will be reported separately from the other domains of the grading philosophy.

Grading Policy and Procedures

Domain I: Academic Mastery

In order to support learning and to have a better understanding of student performance, and in order to have a common assessment experience for all students, these procedures will be followed school-wide to establish the Academic Mastery grade:

Academic Mastery grades are defined as follows:

Grade	Description
A	Indicates a student demonstrates thorough mastery of all essential standards and application and proficiency of additional course standards.
B	Indicates a student demonstrates thorough mastery of all essential standards and some application and some proficiency of additional course standards.

C	Indicates a student has mastered the minimum requirements to be deemed proficient in the essential standards for the course.
Incomplete	Incomplete indicates the student has not yet met the minimum requirements to be deemed proficient in the essential standards for the course.
No Credit (NC)	Indicates the student did not meet the minimum requirements to be deemed proficient in the essential standards for the course, and that, accordingly, the student shall not receive credit for the course.

The following procedures are available for students to improve their Academic Mastery grade:

1. EXTENSION

If a student earned a "C" or higher on an assessment, that student shall be allowed to complete an extension to earn a higher grade beyond a "B" or "C" if they meet the criteria and process outlined in this section.

- (a) To be eligible for an extension, the student must have completed, on time, (1) at least 90% of all the practice assignments for the unit that the assessment is for, or (2) all the practice assignments for the unit that the assessment is for except for one practice assignment.
- (b) The student shall submit an *Extension Request Form* or an alternative established pursuant to (e), to the teacher within one (1) week of the return of the original assessment. If the student fails to submit an Extension Request Form by this deadline, they shall be ineligible for an extension.
- (c) Upon completing the Extension Request Form or an alternative established pursuant to (e), the teacher shall evaluate the student's performance and assign the work that the student must do for the extension. The deadline for an extension shall be two (2) weeks from the day the extension was assigned. If a student fails to submit an extension by this deadline, their grade for the assessment shall not be adjusted.
- (d) The student shall only be allowed to complete one (1) extension for a given assessment.
- (e) A teacher may do any of the following by specifying them in the class syllabus: waive or reduce the practice requirement, extend any deadline for an extension or Extension Request Form, waive the requirement for an Extension Request Form, or establish a reasonable alternative to the Extension Request Form.

2. RE-PERFORMANCE

A student who did not earn at least a "C" on a particular assessment shall be eligible for a re-performance on that assessment if they comply with the criteria and process outlined in this

section.

- (a) Students who have met the practice requirement outlined in 1(a) shall be eligible to reperform and earn up to an "A" unless they are reperforming pursuant to 2(d), while students who have not shall only be eligible to reperform and earn up to a "C".
- (b) The student shall submit a *Re-performance Request Form* or an alternative established pursuant to 2(f) to the teacher within one (1) week of the return of the initial assessment. If the student fails to submit a Reperformance Request Form by this deadline, they shall only be eligible to earn up to a "C" on that reperformance.
- (c) One (1) week after the return of the initial assessment, or upon receiving a Reperformance Request Form or an alternative established pursuant to (f), the teacher shall evaluate the student's performance and assign the work that the student must do for the reperformance.

The deadline for a reperformance shall be two (2) weeks from the day the reperformance was assigned. If a student fails to complete a reperformance by this deadline an email notification will go home to the student and parent stating that student failed to meet the deadline and they have (1) week to reperform or they will keep the original score and maintain an "I" for that assessment.

- (d) If a student completes a reperformance with a good faith effort and by the deadline, but fails to earn a grade of at least a "C", the student shall be eligible to complete another reperformance, the deadline for which shall be two (2) weeks from the return of the prior reperformance. A student completing a reperformance pursuant to this subsection shall not be eligible to earn a grade above a "C" for that assessment.
- (e) Once a student earns a "C" or higher on a reperformance, the student shall not be eligible to complete any further reperformances or extensions for that assessment.
- (f) A teacher may do any of the following by specifying them in the class syllabus: waive or reduce the practice requirement, extend any deadline for a reperformance or Reperformance Request Form, waive the requirement for a Reperformance Request Form or establish a reasonable alternative to the Reperformance Request Form.

A student who does not submit an assessment by the deadline shall not be eligible to receive a grade above a "C" for that assessment, including through a reperformance or extension.

The following procedures are available for deadline extensions due to absence:

- Students who missed a deadline due to a verified but unexcused absence (e.g. family vacation) shall receive a deadline extension such that the deadline for said practice or assessment is the next available class period unless the student and teacher mutually agree upon a different deadline extension. Students who missed a deadline due to an excused absence (e.g., illness) shall receive deadline extensions equivalent to the

number of school days they were absent for unless the student and teacher mutually agree upon a different deadline extension.

The following are additional procedures:

- The substance, assignment, and grading metrics of a reperformance that seeks a grade above a "C" for a given assessment shall be as similar as reasonably possible to the substance, assignment, and grading metrics of the extension for that same assessment and vice versa. Practice may be worth anywhere between 0% and 20% of a student's overall academic mastery grade. The remaining 80% to 100% not accounted for by practice shall be made up of assessments. If a student receives an overall academic mastery grade of a "C" or higher based on all the assessments for a semester in a class, but the student's overall academic mastery grade for that semester is an "I" because of practice points, the teacher shall override the "I" and award a passing grade of at least a "C".
- Any ongoing reperformances outlined in #2 Reperformance, end during the semester extension window. In addition, any student with (1) incomplete on an assessment will be eligible to earn up to a "C" on that reperformance during the semester extension window. The student will receive a "No Credit" in any courses that they still have an incomplete beyond this deadline.
- In cases of severe or extenuating circumstances, teachers have the discretion to develop accommodations to support student learning, as they deem appropriate and necessary, so long as it is consistent with the philosophy outlined in this grading policy.
- Students who qualify for special education and related services shall be granted flexibility regarding the aforementioned procedures consistent with the student's IEP or 504 Plan.
- If a student has reason to believe that a mistake has been made in the implementation of the grading policy in a course, the student must first communicate with the teacher to discuss their concerns. If the issue is still unresolved, a student may pursue remediation through a meeting with an administrator. A student may have a student representative present during any portion of this process. Remediation may also be pursued pursuant to RAFOS Board Policy 5125.

WSCA staff, in conjunction with the Operations Committee and Principal's Student Forum, reviews the Grading Policy and Procedures each year for effectiveness. There has been considerable work done to seek stakeholder input in this regard. The teaching staff has received collective and extensive training on research-based, effective grading strategies. There may be adjustments recommended that will again be thoughtfully considered and submitted for future approval.

Grade Reporting

Grade reporting is an important part of the partnership for our School. We encourage students and parents to take advantage of the online grade reporting options that are available to you throughout each semester. This will give you current information as to the status of each class. In high school, semester academic mastery grades are the permanent record for a student's transcript.

Leading up to each semester grade, there will be quarter grades and two mid-quarter progress reports that are sent home, so families are able to see the grade at that point in time. **Please be diligent in being aware of grades and if there are any questions, please direct them to the teacher for the class in question.**

Domain II: Citizenship

We recognize that appropriate student behavior is part of being a successful high school student, future college student, and an engaged member of society. Students are expected to exhibit appropriate behavior in all classes that is conducive to their learning and to the learning of their classmates. Teachers will use the "Citizenship" grade to communicate to the student and parents how well the student is meeting behavioral expectations of each class. Citizenship will be reported separately from the other domains of the grading policy and shall not appear on transcripts.

Citizenship grades will be reported as follows:

Grade	Description
E	Excellent – Exceeds citizenship expectations
S	Satisfactory - Meets citizenship expectations on a consistent basis
N	Needs improvement - Inconsistently or rarely meets citizenship expectations
U	Unsatisfactory - Does not meet citizenship expectations

A student displaying excellent citizenship will:

- Arrive on time to class,
- Complete work on time,
- Be prepared for class; attentive, engaged in learning,
- Communicate with teachers regarding progress or concerns towards learning objectives,

- Adhere to the ethical use of technology in regards to property, privacy, and appropriateness to ensure academic integrity,
- Show integrity and not participate in cheating, plagiarism, or other dishonest acts in completing work

Students with a “Needs Improvement” or “Unsatisfactory” citizenship grade in at least two (2) classes in a given semester, may be prohibited from extracurricular activities including, but not limited to, athletics, performances, field trips, and other elective School activities during the following semester if the administration determines, on a student by student basis, that such citizenship grades are representative of a consistent pattern of behavior contrary to the values and behaviors described by a “Satisfactory” citizenship grade.

GPA Calculation

Your grade point average (GPA) is a measure of your academic achievement. Your GPA is calculated by dividing the total number of grade points you earn by the total number of classes you attempt. The result is your GPA. At Western Sierra, classes are either based on these two scales:

Regular Classes	Advanced Placement (AP) Classes
A = 4 points	A = 5 points
B = 3 points	B = 4 points
C = 2 points	C = 3 points
I or NC = 0 points	I or NC = 0 points

By adding up all the points for the classes attended and then divide by the number of classes, you will have your weighted GPA. If there is a request for an “unweighted” GPA, then every class is calculated as if it is a regular class.

AP testing can have an impact on the Academic Mastery domain. A score of “3” on an AP test denotes competency of the essential standards of the course, and at a minimum, the student will receive a grade of mastery “C”. A score of “4” or “5” on the AP test will equate to “B” or “A” respectively.

Credit Explanation

Credits are a necessary graduation component. Western Sierra classes are five (5) credits per semester, ten (10) credits for the year. Accumulation of credits towards graduation begins when

a student is a ninth grader.

Dual Credit

Students enrolled in any Dual Credit course(s) will be graded according to the standards and policies set forth by the college or university. A three (3) unit semester college course will be equivalent to ten (10) high school units.

Determining Academic Honor Status at Graduation

When determining honors status for Western Sierra students at graduation, we take into account our Rocklin Academy Family of Schools [Core Value Statements](#) and recognize the rigor of Western Sierra's program. As such, there are opportunities for many students to achieve a level of honors status, and to be recognized for their accomplishments during the graduation ceremony. Recognition will be based upon the following criteria:

- Seniors with a cumulative weighted GPA of 3.50 to 3.74 will graduate cum laude (with honor). Recipients are eligible to wear* a silver cord during the ceremony, and their diploma will reflect their earned title.
- Seniors with a cumulative weighted GPA of 3.75 to 3.99 will graduate magna cum laude (with great honor). Recipients are eligible to wear* a green cord during the ceremony, and their diploma will reflect their earned title.
- Seniors with a cumulative weighted GPA of 4.00 and beyond will graduate summa cum laude (with highest honor). Recipients are eligible to wear* a burgundy cord during the ceremony, and their diploma will reflect their earned title.

* *Students eligible to wear a cord or stole will be given the option to purchase*

Academic Achievement Award

- This honor will be given to the ten (10) seniors with the highest cumulative weighted GPA.
- The student with the highest cumulative weighted GPA will have first right of refusal to give a speech at graduation. If this student decides not to give said speech, School administration will vet other potential candidates who are interested.
- These ten (10) students will receive a special medallion in addition to any cord earned and diploma honors at graduation.
- A student who has been in violation of the [Academic Integrity Policy](#) is not eligible to receive this honor.

Eighth Grade Promotion

Every student who meets Western Sierra's requirements to be promoted to 9th grade will be allowed to participate in the Promotion Ceremony. Dress for the event must be compliant with WSCA Dress Code (as outlined below) and with the dress requirements set forth by the Promotion Committee.

Graduation Requirements

SUBJECT AREA UC a-g Subject Areas	WSCA Courses necessary to meet graduation requirements	Credits
Social Science a	<u>3 years</u> <ul style="list-style-type: none"> • World Geography • AP World History • AP US History 	30 Credits
English b	<u>4 years</u> <ul style="list-style-type: none"> • English 9 • English 10 • AP English Literature • AP English Language 	40 Credits
Mathematics c	<u>3 years</u> <ul style="list-style-type: none"> • Integrated 1 • Integrated 2 • Algebra 2 or Integrated 3/PreCalculus 	30 Credits
Laboratory Science d	<u>3 years</u> <ul style="list-style-type: none"> • Biology • Chemistry • Physics 	30 Credits
World Language e	<u>Completion of 2nd Level</u> <ul style="list-style-type: none"> • Spanish I or Mandarin I • Spanish II or Mandarin II 	20 Credits
Fine Arts f	<u>2 years</u>	20 Credits
Electives g	<u>5 year-long courses</u>	50 Credits
Senior Year	6 courses or equivalent	
		220 Credits
Community Service	60 Hours	Goal: 15 hrs/year

Community Service

Service Hours

Western Sierra students are required to perform 60 hours of community service over the course of their high school tenure to fulfill graduation requirements. Although we recognize that students have a tendency to simply look at service hours as another accomplishment to check off the list to earn their high school diploma, our vision is to instill a strong sense of personal and civic responsibility. Students who perform additional hours will receive special recognition at graduation.

Find a cause that speaks to your heart and go make a difference! Whether it's helping the elderly, poor, or homeless; cleaning up the community; serving at a faith-based institution; performing community service projects; or volunteering at a non-profit organization, make your community service hours count.

Semester (7.5 hours) or year-long (15 hours) waivers of the community service requirement may be requested. A waiver must be requested in writing from the College/Career Technician and must be based on an inability to complete the community service hours due to status as a homeless and/or foster youth, local/state quarantine orders, or student illness.

Hour Requirements

Graduation

In order to receive a high school diploma, a minimum of 60 community service hours must be performed by March 1st of senior year. It is strongly recommended that students begin doing their service hours during their freshman year in high school and complete the 60 hours prior to the start of senior year. Unless an approved waiver is in place, participation in senior activities is contingent on completing the required hours.

Honor Cord Award at Graduation

The Honor Cord Award is a distinguished community service award available to students who demonstrate a deep commitment to serving their community through volunteering. In recognition of this achievement, recipients are eligible to wear* a white cord with their cap and gown during their graduation ceremony. A minimum of 250 community service hours must be performed to receive this distinction. In order to be eligible, you must complete and submit 75 hours a year, starting with the freshman year with all hours being due by October 1st of the senior year (the yearly requirement will apply to the Class of 2022 and beyond). * *Students eligible to wear a cord or stole will be given the option to purchase*

Honor Stole Award at Graduation

The Honor Stole Award is a prestigious distinguished community service award available to students who demonstrate a deep commitment to serving their community through

volunteering. In recognition of this achievement, recipients are eligible to wear* a white stole with their cap and gown during their graduation ceremony. A minimum of 500 community service hours must be performed to receive this distinction. In order to be eligible, you must complete and submit 150 hours a year, starting with the freshman year with all hours being due by October 1st of the senior year (the yearly requirement will apply to the Class of 2022 and beyond).

* *Students eligible to wear a cord or stole will be given the option to purchase.*

How To Start:

1. Find a cause or idea that you believe in and research the different organizations which are already in place. If you have difficulty discovering an organization you are passionate about, contact Western Sierra Collegiate Academy's College and Career Center for assistance.
2. Contact a few of the organizations you are interested in and find out if they have availability for new volunteers.
3. Once you start your community service work, keep track of your hours using the [Community Service Verification Form](#) available on our website under the Forms tab. Make a copy for your records.
4. Regularly submit the Community Service Verification Form with proper documentation (Business card, email, letterhead) to Western Sierra Collegiate Academy's College and Career Center to be stored in Western Sierra's database.
5. After fulfilling 60 hours, we strongly encourage you to continue volunteering to work towards qualifying for the Honor Cord and Stole Award for 250 and 500 hours, respectively. As you continue volunteering, continue to turn in your Community Service Verification Form.

Western Sierra School Life

Adding and Dropping Classes

Student requests are at the very core of the Western Sierra Master Schedule. Because of this, students need to choose their classes very carefully. Parents are required to verify that the courses assigned are the courses that both the students and parents agree upon. Students are making a semester or year-long commitment when they sign up for their classes.

Once the Master Schedule has been built, and resources are committed to fulfilling student requests, students must seek administrative approval to change a class. Schedule corrections may be made for the following reasons only: enrolled in a class a student has previously completed, enrolled in a class a student is not eligible to take, courses or periods duplicated, and course prerequisites met or not met. Students who drop a class after three (3) weeks in a

semester may receive a NC for that class.

Student Dress and Appearance

Rocklin Academy Family of Schools administration staff, students, and parents believe that professional dress and grooming contribute to an environment that is conducive to learning and essential to safety and health. Students should be neat and clean when coming to school. Professional dress allows schoolwork and activities to be done safely and efficiently without interfering with the ability of others to work safely and efficiently. The administration and staff expect students to wear clothing that is suitable for the school activities in which they participate. On issues regarding appropriate dress, the decision of the principal (or on-site administrator) shall be final.

General Dress Code for Western Sierra:

The following dress code was created with input from those whom it may affect, including students, faculty, and parents.

1. Clothing shall be permitted unless otherwise explicitly prohibited in sections below.
2. Unless otherwise explicitly specified, for purposes of the following sections, clothing is defined as all the garments that an individual is wearing.
3. A student shall not be subjected to disciplinary sanctions due to clothing, which is not explicitly prohibited in the sections below.
4. Clothing is prohibited when it/is:
 - unsafe either for himself/herself or others.
 - Disruptive to school programs or the educational process.
 - Suggestive of or displays ideas related to drugs, alcohol, tobacco, violence, nudity, weapons, sexual activity, gang activity, obscene language, lawlessness or is found to be discriminatory on the basis of a person's actual or perceived; ethnicity, religion, sex, gender or gender identity, color, race, ancestry, national origin, physical or mental disability, age, sexual orientation or association with a person or a protected group with one or more of these actual or perceived characteristics in any of its policies, practices or procedures, programs or activities.
 - Does not cover the buttocks at all times.
 - Does not cover the stomach at all times. For purposes of this section the stomach is defined as the front and side of the midriff.
 - Does not cover the chest at all times. For purposes of this section the chest is defined as the front of the upper torso across and down from the armpits.

- Does not cover the back beneath the shoulder blades. For purposes of this section, an area is considered covered if it is partially obscured from view by mesh, lace, or other similar material.
 - Does not go over each shoulder. For purposes of this section, undergarments such as bra straps shall not be included in the definition of clothing.
 - Does not cover undergarments. This section shall not be construed as prohibiting bra straps from being visible.
 - Has rips or tears that cause an area to be visible in a manner that is prohibited by any of the above sections.
5. Footwear must be worn at all times.
 6. Non-prescription dark glasses are prohibited in classrooms.
 7. Studded or metal belts, wristbands, large chains, wallet chains, spiked or with bullets, and handcuffs are prohibited.
 8. Headwear shall be permitted on campus, including in classrooms. A teacher may place restrictions upon the headwear, which may be worn in their classroom, so long as such a policy is provided to the students in the course syllabus. This shall not be construed as placing any limitations on headwear worn for religious purposes.
 9. Dances, athletic events, and other specialized events or circumstances may have different requirements for dress code in accordance with the needs of the event. If an event requires an alternative dress code, it shall be made available by the organizing entity in advance of the specialized event or circumstance.

Procedures for dress code violations:

The student shall be handed a hall pass instructing the student to report to Student Services with a code "DC" indicating a dress code violation. The staff member issuing the pass for a violation shall not discuss the violation with the student and shall not be involved with further proceedings unless it is a member of office staff that has been designated to process dress code violations. Once at Student Services the student shall meet with a designated member of office staff to discuss the violation and the resulting consequences. The student shall be entitled to an additional opinion from a School administrator whose decision is final. A written record of all referrals and specific violations shall be maintained until the end of the school year. The consequences of a violation are as follows:

- First violation in a school year: Change of clothing* and a warning is given.
- Second violation in a school year: Change of clothing*, parent form letter email notification.
- Third violation in a school year: Change of clothing*, parent notification, silent lunch assigned

- Fourth violation and all subsequent violations in a school year: Change of clothing*, meeting with parent and student to develop a written plan to ensure future compliance and determine consequences that are appropriate for the repeated nature of violations.

*The student may elect to either wear suitable, alternative clothing provided by the School, request a parent to bring suitable, alternative clothing, or suitable, alternative clothing which they have on campus.

Assemblies

Assemblies are a regular part of the educational process. They include programs for education, entertainment, elections, and pep-rally functions. They help create better school spirit and develop leadership and talent. Appropriate student conduct is necessary and expected for successful assemblies.

Dances and Social Events

All participation in School affiliated dances will be based on behavioral/discipline considerations rather than academics. Students who receive a suspension need administrative approval to attend any school dance.

In order to maintain a safe, enjoyable social event:

- Students must adhere to Western Sierra’s General Dress Code. Students in violation of the Dress Code will not be allowed to enter the event. Other than shoes and jackets or other wraps, clothing may not be removed.
- Unsafe, lewd, or inappropriate dancing, as determined by School administration, is not permitted.
- Once a student leaves the event, he/she will not be readmitted to the dance/social event. Students are to be in the designated event areas. Students found outside of the designated areas will have their parents called. Students must be picked up no later than 15 minutes after the event ends.
- All regulations pertaining to student conduct in school and in events are in effect.
- Anyone suspected of substance abuse will not be admitted. The School will contact proper authorities, and the student will be subject to disciplinary action.
- Students who violate any of these rules will be removed from the dance and barred from the next dance. Western Sierra will request assistance from law enforcement if necessary.
- Guests must be attending another high school and must have proper, prior School administrative approval before attendance of a high school dance.

Student Awards and Honors

Students who like to participate and achieve at Western Sierra will find many ways to be recognized. There are numerous awards given in scholarship, electives, athletics, citizenship, and service. There will be separate awards given for middle school and high school.

School Wide Awards

Student of the Semester

Every teacher selects two (2) "Students of the Semester." This award recognizes outstanding effort, citizenship, work habits, and/or improvement. Recipients are recognized each semester at the awards assembly.

Honor Roll

Each semester, students who obtain a 3.0 GPA or higher will receive Honor Roll recognition. To be eligible for second semester Honor Roll students must meet this requirement by the specified due date for work completion.

Principal's Honor Roll

This award is presented each semester to each student achieving a 4.0 GPA. To be eligible for the Principal's Honor Roll during the second semester, students must meet this requirement by the specified due date for work completion.

Academic Excellence Award

Awarded at the end of each semester to the two (2) students that have demonstrated academic excellence in a particular subject. This award is based upon mastery of content.

Wolf Sportsmanship Award

Awarded at the end of each semester to a male and female student for each grade level that has best displayed sportsmanship while participating in the sports program or physical education.

Western Sierra Vision Award

Awarded to one (1) student who excels academically, pursues their passions, and impacts the world with excellence.

Transcripts

Every senior will receive an unofficial transcript to assist them in filling out college applications. Transcripts should be kept in a safe place for future reference. College and scholarship applications may require official transcripts. To request a transcript, contact the registrar, at least one (1) week prior to the application deadline before or after school, or during lunch or break to fill out a transcript request form. There is a \$1.00 fee for each official transcript requested. Final official transcripts to be sent by Western Sierra to the college of acceptance will

need to be requested by the end of May.

ID Cards

All students at Western Sierra receive a student identification card that contains his/her picture. This card is required for a variety of school functions and events. While the first card is free, if a student loses his/her card, the replacement cost is \$5. Every student must carry their student identification card with them at all times.

Lockers

Each student is offered a locker to safeguard his/her personal property. Only Western Sierra locks are allowed – any other lock will be cut off at the owner's expense. Nothing may be stored above or below the lockers. While lockers allow space for a student's personal property, lockers may be searched by Western Sierra staff at any time.

Lost and Found

Bins for found clothing and other items are provided for students to locate missing items. Unclaimed items are donated to charities several times each year. Found valuables such as wallets and cell phones are kept in the front office and in a secure location until they are claimed. The School assumes no liability for items stored in any lost and found location.

Universal Meals Program

Pursuant to California law and commencing with the 2022-23 school year, the Charter School shall provide two nutritionally adequate meals **free of charge**, during each schoolday, to any pupil who requests a meal, with a maximum of one free meal for each meal service period (breakfast and lunch). The above shall be provided by Charter School without consideration of the pupil's eligibility for a federally funded free or reduced-price meal shall not be relevant.

Lunch Account Parent Portal

Lunch will need to be "Pre-Ordered" through the Lunchtime Portal. After you sign into the portal, you will be able to make your selection. The portal will be open on Wednesday and Thursday for the following week. You will have the option to choose which day of the week your child/children can eat. You will also be able to pre-order up to one-month in advance. More information is available on our website under the "[Nutrition Services](#)" tab.

Closed Campus

Western Sierra is a closed campus. Students are to arrive on time, stay on campus for lunch, and leave campus at the end of their school day. Students who need to leave campus must sign out at the office with a parent or obtain a Special Release Slip and sign out when leaving and

sign in upon returning.

Off-Campus Classes

Students may leave campus with written permission from their parents/guardians and administration to attend educational classes off-site. Students must obtain a Special Release Slip to leave campus. Students must sign out when departing from campus and sign in upon their return on the Off Campus Sign Out/In Sheet in the administrative office.

Students Returning To Campus

A student who leaves campus during the day because their school day has completed will need the administration's approval to return to campus.

Safe School Zone

Learning in a safe and secure environment is a basic right for every student. All parents, students, and staff at Western Sierra are encouraged to utilize the anonymous methods to report incidents that endanger students. Students who have a concern with school safety should contact a staff member or administrator so it can be addressed. Any student or staff member concerned about harassment, dangerous activity, dangerous students, suspicious situations, overhear a dangerous plan, hear about a weapon on campus, or other safety problems and want to remain anonymous, may:

- Send an email to an administrator
- Call and leave a voicemail message
- Write a note and give it to a teacher
- Talk to a teacher, campus supervisor, or another adult on campus about the concern
- Complete an anonymous online report under "Reporting Up" at www.wscacademy.org.

Special Deliveries

Students are responsible for remembering to bring items (e.g., homework, lunch, instruments, clothes) they need throughout the school day. If there is an occasion when you must drop off an item for your student, please bring the item to the office and place it in the designated school drop off area during the school day. Students are responsible for checking for items and picking up items that are left. To minimize classroom interruptions, students will not be notified of deliveries by Western Sierra staff. Western Sierra staff will not assume responsibility for the supervision and/or distribution of items. Any perishable items left in the school drop off area will be disposed of daily.

Students may order deliveries to the school. However, they must do so in accordance with the

rules contained in the Delivery Contract, see exhibit F. Any violation of these rules may result in the student being prohibited from ordering future deliveries.

Helium balloons will not be allowed on campus unless their function is directly related to the course curriculum. The fire alarm has a laser beam detection system throughout the building. Once the continuity of the laser beam between sensors is broken, the fire alarm will sound. Smoke can easily break the beam along with aluminum and latex balloons that get stranded along the ceiling. Once the fire alarm sounds, the local fire department will dispatch fire suppression units to our school. We want to avoid any false alarms and the costs that are associated.

Telephone Calls, Messages and Deliveries

The School will only guarantee the delivery of emergency messages to students. The School office is unable to handle requests for delivering messages such as forgetting lunch, forgetting money, forgetting homework, etc. Office staff will not deliver homework, projects, P.E. clothes, money, flowers, food, balloons, or any other items to the students. If items are delivered to the office for a student, the student may pick up the item during passing periods, lunchtime, or after school.

Transportation

There is no school bus service. In order to minimize traffic problems, we encourage all families to carpool whenever possible. Parents may drop off and pick up students in the designated drop-off and pick-up areas of the parking lot indicated by cones and parking lot volunteers. If students walk or ride a bike, please observe all traffic laws. Students riding bikes must wear bike helmets. For safety reasons, the use of skateboards, scooters, Heelys, mopeds, and roller blades are not permitted on campus. Bicycles must be secured to the bike rack provided. Western Sierra does not assume liability of bicycles parked on campus. Student drivers must have written permission on file with the school and park in designated areas.

Loitering

Students are expected to report directly to their classes or the defined campus areas upon arrival at school. Loitering in the outer areas of the campus (to include: parking lot, adjacent field, and tree-line along the back of the campus) is not permitted.

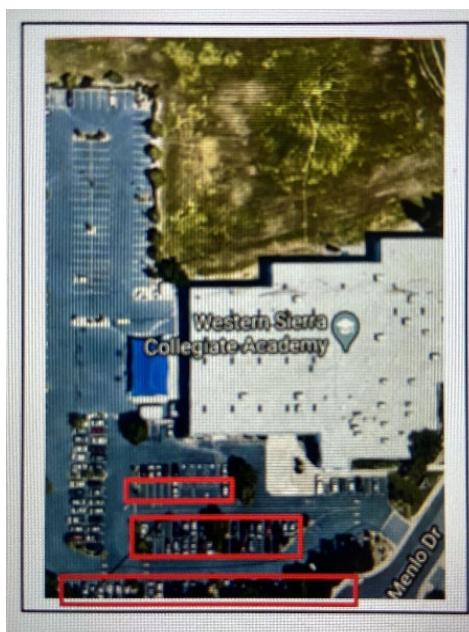
Western Sierra encourages students to be involved in after-school activities. Students may not "hang out" on campus. Students will not be supervised on campus thirty (30) minutes after the end of the school day, and therefore must be picked up by their parents by this time unless involved in a school-sanctioned after school activity. The administration maintains the right to clear campus after school or at any event to maintain a safe environment.

Student Drivers and Parking

All students must have a [Student Driver Permission Slip](#) on file with the main office, a current WSCA parking permit placard, and adhere to traffic and parking guidelines. In addition, student drivers can get parent permission to leave school five (5) minutes early to avoid traffic.

Licensed and insured sophomores, juniors, and seniors who wish to drive to school must do the following:

- Display a current parking permit placard on the rearview mirror with the front of the permit facing the FRONT of the car.
 - How to obtain a parking permit placard:
 - Complete the Student Driver Permission Slip form and purchase a WSCA parking permit placard for \$5 and turn in both items to student services.
 - Lost/stolen parking permits must be replaced for a \$5 fee.
- The parking privilege is available on a first-come, first-served basis with the exception of the 70 Senior Personalized Parking spots that are purchased. A limited number of parking permits will be issued due to the limited number of parking spaces available, with no more than 155 spots allotted for student drivers.
- Any cars that are not displaying a valid WSCA placard will lose their parking privilege.
- Students must park their cars immediately upon arrival. Once parked, students must leave the parking lot. Loitering in the parking lot is not permitted (refer to the “Loitering” section above).
- Students may only park in open parking spaces in the parking lot, which are not already designated for staff (“Staff only” parking outlined in red, see below) or personalized senior spots.



- The parking lot is off-limits, and cars may not be visited during the day (including passing and lunch periods) without special permission from the administration.
- Loud stereos and car radios are considered disruptive and are therefore not allowed on school grounds.
- Students who violate expectations in the parking lot will receive discipline, which may include the removal of parking lot privileges.
- We offer assigned senior parking on a first-come, first-served basis for \$45. Proceeds go toward senior activities. Space will be limited. Parking artwork must be approved by the administration. If the parking spot is vandalized, the administration reserves the right to paint over and investigate the incident because it is School property.

Tardy Consequences

Being on time is part of our school’s C-PREP values and integral for students’ success. Consequences for tardiness are calculated per period and are as follows:

Tardy #1: Teacher warning

Tardy #2: Teacher warning

Tardy #3: Quiet Lunch will be assigned

Tardies reset each quarter. The rules that apply for excused absences apply for excused tardies as well. Students who demonstrate excessive tardiness throughout the school year, regardless of resets, will be referred to the administration, per our attendance policy. A copy of the Charter School’s complete [Attendance and Truancy Policy #5131](#) can be viewed on our website or obtained from the School upon request at the main office.

Athletics and Eligibility

Students are encouraged to participate in athletics at Western Sierra and in alignment with [WSCA Athletic Handbook](#), which can be viewed on our website. An updated [Physical and Athletic Clearance Forms](#) must be on file prior to participation for students in grades 9-12. Athletic Clearance Forms are available on our website or in the main office.

- A student/athlete must pass a physical examination given by a physician in grades 9-12.
- A student/athlete may not compete on an outside (of school) team in the same sport during the season in grades 9-12. (Soccer players should check with their coach or Athletic Director for exceptions allowed.)

7-8 Participation

All participation in non-California Interscholastic Federation (CIF), middle school athletics will be

at the determination of parents and their students. Athletic coaches will make choices regarding the number of players for the team, playing time for athletes, and other team needs.

9-12 Participation

All CIF (high school) sports will be governed by the CIF guidelines already established. Students who receive a suspension, need administrative approval to continue participation and may be subject to a temporary or permanent removal from the team.

Academic Eligibility

All students who wish to participate in any athletic, extra-curricular, or co-curricular activities must:

1. Have earned a 2.0 grade point average in their overall 8-12 program for the grading period prior to their participation and for each succeeding grading period during participation. For 7th grade students, a grade check will be processed by the administration.
2. Meet standards of satisfactory citizenship.
3. Have a satisfactory attendance record as defined by Board Policy.
4. In addition, class officers shall maintain a 2.0 grade point average. The associated student body president shall maintain at least a 3.0 grade point average.

For the purpose of clarification, the following terms will be used to determine academic eligibility:

1. Grades of Progress (Progress Reports): PowerSchool generated grades assigned to a student, but not officially recorded on a transcript.
2. Grades of Record (Quarter/Semester Report Cards): PowerSchool generated grades assigned to a student and officially recorded on a transcript (recorded on the student's transcript at the end of the term/semester).

Initial Eligibility

All students who wish to participate must have earned a minimum 2.0 GPA based on grades of record for the grading period immediately prior to their participation. Credits earned will be a factor in computing the GPA.

Continuing Eligibility

All students who wish to continue participating in any athletic, extra-curricular and/or co-curricular activities remain eligible if they have earned a minimum 2.0 GPA with no more than one "I" or consecutive "I's" in the same class on any grade of progress, or first and third quarter grades. If the student has less than a 2.0 GPA and/or has more than one "I" or consecutive

"I's," the student is ineligible beginning the Monday after grades are published or the first school day after a holiday. That student becomes eligible as soon as he/she returns a grade clearance form to the Athletic Director, signed by the teacher, signifying that the student is now earning a passing grade.

- Grade of Progress (Point in Time Grades): These grades are pulled at approximately the 5th and 13th weeks of the fall and spring semesters.
- Quarter Grades: These grades are pulled at approximately the 9th week of the fall and spring semesters.
- Specific grade check dates are posted under the athletic tab on the school website.

Summer Session/Summer School to Affect Athletic Eligibility

Summer Session: This work leads to grades that replace an 'NC' for the second semester. This will be taken into account for eligibility.

Credit Recovery Summer School: Students who have demonstrated a satisfactory attendance record and have met standards of satisfactory citizenship in all courses and in the school generally, and in activities during the final grading period have the option of seeking course work outside of WSCA to affect their athletic, extra-curricular and co-curricular eligibility.

In selecting summer school course work for this purpose, the student must repeat the same course(s) in which grade(s) from the preceding grading period caused the ineligibility. In the event identical courses are not available, the student may substitute other course work at the same or higher level of difficulty. All substitute coursework must have the prior approval of the school site's counselor, and final approval of the school site principal before the student enrolls in the summer.

No Activities List

Athletic, extra-curricular, and co-curricular school functions exist for our students who are committed to making Western Sierra a positive and fun place at all times. Students who have outstanding detentions, recent suspensions, and recurring behavior incidences may not be permitted to attend after school functions, including, but not limited to sports events, dances, plays, and other events. Specifically, if a student has an outstanding detention, he/she will NOT be permitted to attend any extra-curricular activity. Additionally, students who have been assigned an in-school suspension or who have received a home suspension may not attend any extra-curricular school functions during the suspension.

Extra-Curricular and Athletic Code of Conduct

In order to develop themselves as students and citizens, and so that they can fulfill their duties in the most appropriate fashion, students must discipline themselves both mentally and emotionally. This is especially true of Western Sierra students involved in extra-curricular

programs, for competition is more than contests between individuals representing different schools. It is, as well, a means to learning a way of life, which exemplifies the concepts of honesty, fair play, hard work, and dedication to standards of the highest caliber relative to persona and team conduct. Moreover, it must be remembered that representing one's school in an extra-curricular activity is a privilege and not a right. For specific expectations and policies regarding athletics, please see the [WSCA Athletic Handbook](#) or obtained from the School upon request at the main office.

Behavioral Expectations

In The Classroom

Because a class consists of a large number of people working together under the direction of the teacher(s), appropriate classroom behavior is very important. If educational goals are to be met, teamwork and cooperation are essential. It is the teacher's job to establish and enforce the rules in the classroom. It is the student's responsibility to follow those rules without disruption. Disruptive and disrespectful behavior is not permitted in class. Food, drink (except water), and chewing gum, as well as cell phones, photography, recording, and video devices, are not permitted in class except with teacher permission. If a student has a disagreement with a teacher, the student shall wait until after class to discuss it. The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension.

Conduct

The Western Sierra administration believes that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds and at school-sponsored activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program. Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards their teachers, other staff, students, and volunteers. Prohibited student conduct includes, but is not limited to:

- Behavior that endangers staff and/or students
- Behavior that disrupts the orderly classroom or school environment
- Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity or any other verbal, written, electronic, or physical conduct that causes or threatens to cause bodily harm or emotional suffering
- Damage to or theft of property belonging to the school, staff or students
- Possession of prohibited items
- Profane, vulgar, or abusive language

- Plagiarism or dishonesty in schoolwork or on tests
- Violation of the dress code
- Tardiness and unexcused absence from school
- Failure to remain on school premises in accordance with school rules

Off-Site Conduct

Western Sierra students are required to follow all the rules of conduct when going to and from school, on field trips, and other school-sponsored activities. Western Sierra students should take special care to be good neighbors who reflect well on our school. All students, guests, parents, and other participants are expected to adhere to Western Sierra honor code, the CIF sportsmanship guidelines, and all local, education, and civil penal codes.

Parents and teachers must sign all forms prior to participation. To chaperone, parents must have a completed Volunteer Information/Agreement form located in the [Volunteer Policy #1240](#), be cleared through Live Scan, and have a TB clearance.

Public Display of Affection

The administration, students, and staff have the responsibility of maintaining a school environment in which everyone feels comfortable. The primary relationship between students at Western Sierra is that of colleagues. Students shall not engage in behaviors of a sexual or intimate nature while at school and school events. Passionate embracing or kissing, petting, and other intimate gestures are not considered appropriate. At all times, students are expected to behave in a manner that is polite to and cognizant of the sensibilities of others.

Cell Phones & Electronic Devices

There is a telephone in the office for emergency use only. If a student has a cell phone or personal electronic device (Apple watch etc.), it must be turned off and remain in your child's backpack during school hours and while on school grounds, unless otherwise permitted by school policy [please see RAFOS Parent & Student Handbook]. Any violation of this rule may result in the device being taken from the child and held in the office. The School will not be responsible if these items are lost, damaged, or stolen.

Western Sierra Progressive Discipline Policy

The following lists include common infractions and should not be considered comprehensive of all situations or possible infractions.

Level 1 – Typical behaviors may include but are not limited to:

Teacher administers and documents the consequence:

- Classroom disruption

- Failure to bring required materials to class
- Eating or drinking in class (if prohibited by teacher)
- Non-diligence (e.g., sleeping, misuse of materials)
- Tardiness, first and second offense
- Misuse of hall pass privilege
- Cutting class
- Dress code violation

Typical Consequences for Level “1” Infraction may include but are not limited to:

- Parent contact/phone conference
- Conference with student with behavior change goals
- Administrator/Counselor referral
- After-school detention or quiet lunch
- In-class work service, seat change, loss of pass privilege
- One period class suspension
- Student is made to wear alternative clothing

Level 2 – Typical behaviors may include but are not limited to:

Administration administers and documents the consequence:

- Altercations, verbal or rumored to occur
- Academic Integrity Violation, second or third instance
- Computer use violation
- Disturbing other classes in session
- Failure to comply with school rules
- Failure to identify oneself when asked by school employee
- Falsifying, forging, altering official school note, pass or telephone message
- Gambling
- Insubordination to or disrespect or defiance of a teacher or other school employee or parent volunteer
- Interfering with the peaceful conduct of campus
- Leaving school without permission (Closed Campus)
- Misuse of instructional materials
- Littering

- Parking or parking lot violation
- Profane, vulgar or obscene language
- Truancy, cutting class
- Smoking/vaping tobacco products (first offense)
- Possession of unauthorized medication
- Use of skateboards, scooters, skates on campus
- Participating in riot or mob behavior defiance of campus clearance bell
- Unauthorized use of wireless communication device
- Inappropriate use of technology ; engaging in cyberbullying or cyber harassment.

Typical Consequences for “Level 2” infractions include Level 1 consequences and may include but are not limited to:

- Discipline referral to Administration
- Conference with student
- Class suspension
- Loss of some school privilege
- Parent contact /conference
- Work service
- After school detention
- Home suspension from 1–3 days
- Full day on-campus suspension

Students referred to the office on Discipline Referrals must go directly to the office and may not return to class until seen.

Level 3 – Typical behaviors may include but are not limited to:

Administration administers and documents the consequence:

- Assault
- Battery
- Causing serious physical injury
- Extortion
- Firesetting (or attempting)

- Fighting
- Habitual Truancy
- Harassment / Intimidation
- Public indecency / nudity
- Smoking/vaping tobacco products
- Theft or Robbery
- Possession of a knife
- Vandalism
- Intoxication on school grounds
- Possession of a controlled substance
- Inciting mob or riot behavior
- Hate motivated crime or incident
- Making terroristic threats
- Failure to comply with direction during emergency response drills or events
- Dangerous horseplay

Typical Consequences for “Level 3” infractions may include but are not limited to:

- Suspension from 1–5 days
- Denial of future school activities
- Referral to law enforcement for possible arrest
- Behavior agreement drafted
- Contact with police
- Possible expulsion recommendation

Level 4 - Behaviors: Result in suspension and mandatory expulsion recommendation - Principal and the Rocklin Academy Board administers and documents the consequence:

- Possession, selling or furnishing a firearm, explosive or other dangerous object
- Committing or attempting to commit sexual assault
- Brandishing a knife
- Selling a controlled substance

In addition to the above consequences, students may be suspended or expelled from school for offenses enumerated in the Charter School’s [Suspension and Expulsion Policy](#) below, contained

in the charter renewal document, or obtained from the School upon request at the main office.

Suspension & Expulsion Policy

ELEMENT X: PUPIL SUSPENSION AND EXPULSION POLICY AND PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

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 the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School 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 the Charter School'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. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

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

A student identified as an individual with disabilities or for whom the Charter School 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. The Charter School 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 Charter School 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.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 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 the 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, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "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:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual 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.
 - iii. 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.
- w) 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, 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 (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 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 the 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, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which

are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "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:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual 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.
 - iii. 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.
- w) 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, 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 (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's 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 Executive Director or designee.

The conference may be omitted if the Executive Director 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 two 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.

2. 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's 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 Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) 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.

D. 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 three 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.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director 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 three (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:

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

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

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.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (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.
2. 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.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony

of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. 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.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the 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.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the 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.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the

conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled 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.

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.

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

I. Written Notice to Expel

The Executive Director 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: (a) Notice of the specific offense committed by the student; and (b) 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 Executive Director 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; and (b) The specific expellable offense committed by the student.

J. 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.

K. 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.

L. 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.

M. 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 not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. 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 Executive Director 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 Executive Director 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.

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

1. Notification of SELPA

The Charter School shall immediately notify the El Dorado County Charter SELPA and coordinate the procedures in this policy with the El Dorado County Charter SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, 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.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, 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 Executive Director 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.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated 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 three (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.

P. Alternatives to Suspension

- a. If the number of pupils suspended from school during the prior school year exceeded 30 percent of the school's enrollment, the school should consider doing at least one of the following:
 1. Implement the supervised suspension program described in Section 48911.1.
 2. Implement an alternative to the school's off-campus suspension program, which involves a progressive discipline approach that occurs during the school day on campus, using any of the following activities:
 - A. Conferences between the school staff, parents, and pupils.
 - B. Referral to the school counselor, psychologist, child welfare attendance personnel, or other school support service staff.
 - C. Detention.
 - D. Study teams, guidance teams, resource panel teams, or other assessment-related teams.
- b. At the end of the academic year, the school may report to the district superintendent in charge of school support services, or other comparable administrator if that position does not exist, on the rate of reduction in the school's off-campus suspensions and the plan or activities used to comply with subdivision (a).
- c. It is the intent of the Legislature to encourage schools that choose to implement this section to examine alternatives to off-campus suspensions that lead to resolution of pupil misconduct without sending pupils off campus. Schools that use this section should not be precluded from suspending pupils to an off-campus site.

Arrival and Dismissal Procedures

At WSCA, we are committed to student safety. In addition to student well-being on campus, it is important to be safe when dropping off or picking up students. In order to minimize traffic problems and in an effort to be considerate of neighboring businesses, we encourage all families to carpool whenever possible, and to observe all traffic laws. Our drop-off/pick-up plan has been created in consultation with the Rocklin Police Department and outside consultants specializing in risk management. Considering the procedures necessary to keep students, staff, and volunteers safe, we strongly recommend that you allow extra time for dropping off and picking up. There is only one entrance/exit for the School parking lot, so it will take everyone's

patience and consideration to have a smooth process. Thank you in advance for your assistance.

Morning drop-off procedures

1. Turn onto Menlo Drive and turn right into the school parking lot.
2. All drivers must use the single-file drop-off lane, whether they are dropping off or parking in the student/visitor parking.
3. Please pull all the way forward to the front of the line to keep traffic flowing. This allows us to get as many cars off Menlo as possible.
4. Please exit to the passenger side of the car if at all possible. Please say your goodbyes, give last-minute reminders, hugs, etc. prior to drop off. Efficient student exit of the vehicles will be the key to an efficient drop off procedure. The small parts add up to the whole – thank you for your cooperation!
5. At the end of the drop off line, turn left to follow cars toward the parking lot exit. Please turn right out of the driveway and use the cul-de-sac to return to Menlo Drive.
6. Student drivers will proceed with caution and continue past the drop-off line to student parking directly behind the back of the school gym.
7. Students may enter through the main office or at the back of the building into our gym area.

Afternoon pick-up procedures

1. Please encourage your student to watch for you and to quickly and cautiously proceed to the waiting car.
2. Students are to wait on campus in our drop off /pick up area. They are not to wait on campus at the corner of Menlo and Atherton or cross the street towards waiting cars along the Placer County Office of Education (PCOE) curb. If you meet them off campus, they need to walk completely off campus past the PCOE parking lot or in the open space next to our school. Drivers are to park before the edge of our campus boundaries or past the PCOE driveway on Atherton.
3. Arriving too early will back up traffic. Please consider parking in the back lot on campus for an effective meeting place. Cars must not wait at the curb along Menlo next to the PCOE parking lot. For student safety, crossing the unmarked street is not allowed.
4. No temporary or visitor parking in the staff parking areas. This will avoid needing to back-up in the exit route.

General Reminders:

1. Please do not have your student cross Menlo on foot. Have them use the sidewalk

around the cul-de-sac.

2. Students riding bikes or skateboards must walk their bike or skateboard to the bike rack while on campus.
3. Please be courteous to our volunteers who faithfully help with traffic. Respect the directions they are giving as they are looking out for student safety.
4. Please set a positive example for our students and do not use a cell phone to talk or text. Your close attention to safety will keep accidents from happening.
5. Take advantage of the many parking spots available on campus in the back. In doing so, your student can walk safely towards the back by student drop off and pick up area to meet you.
6. Please do not drop off before the drop-off area. It only takes one violation to invite others to do the same. The drop off line is available to ensure student safety.

Please avoid the following:

1. Dropping off students on Menlo out of respect for the other businesses in the area. Let's be good neighbors!
2. Parking on Menlo prior to the entrance of the school. This space needs to be available for our traffic entrance.
3. Cutting in line to take an open spot or pull around other vehicles to drop off or pick up your students.
4. Getting out of the vehicle to help your student, unless you are in the back visitor parking area. This does not include assisting students with temporary or long-term special needs to enter or exit a vehicle at any time.
5. Storing student backpacks or other items needed for school inside the trunk of your car.
6. Leaving your car unattended in the drop-off/pick-up zone. Please utilize the ample parking in the back visitor parking area if you need to leave your vehicle.
7. Parking in undesignated areas or parking in areas designated for staff.
8. Parking in the fire lane segment of the parking lot.
9. Blocking access to disabled parking spaces at any time.

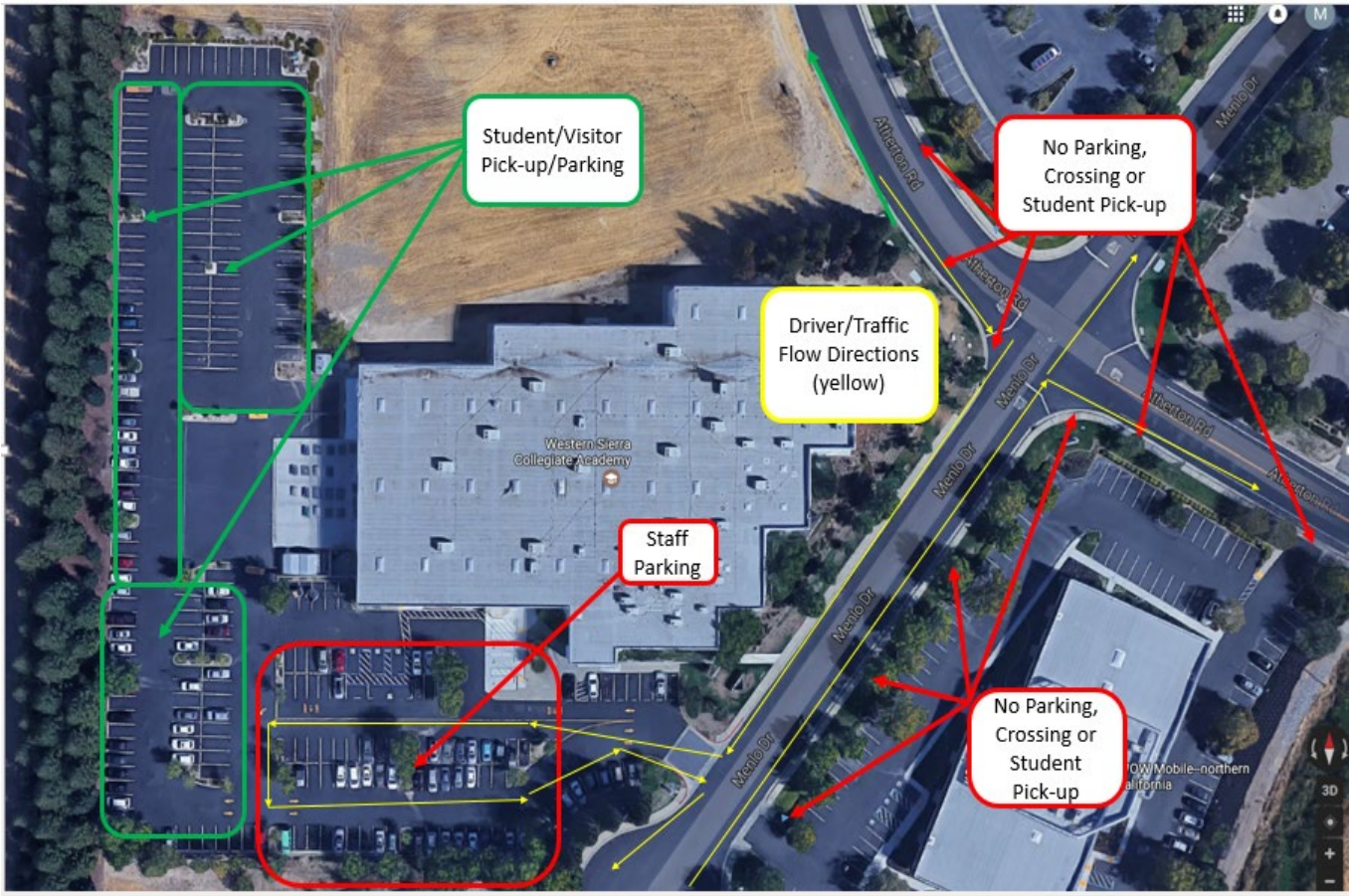


Exhibit F

Food Delivery Contract

Students may order deliveries to the school. However, they must do so in accordance with the following rules. Any violation of these rules will result in the student being prohibited from ordering future deliveries.

1. Students may order food or drink to be delivered to the school.
2. Any item delivered to the school must be paid for in full, including any tip, prior to delivery. Some services, such as Doordash, allow for payment and tip to be made prior to delivery.
3. Deliveries shall be dropped off in a designated location in the front lobby. The delivery person may not enter any part of the school except for the front lobby, and shall leave immediately after placing the delivery in the designated location. Students should include this in the additional instructions section when ordering to streamline the process.
4. Students may pick up deliveries from the front office during nutrition breaks, passing periods, lunch, or after school. Students may not leave class to pick up a delivery.
5. Office staff will not notify students when an item is delivered for them. Office staff is not responsible for lost or stolen deliveries.
6. Prior to ordering anything for delivery, a student shall sign this contract that states that they agree to adhere to these procedures and regulations. The Principal's Student Forum will be responsible for processing all signed contracts.
7. If a student violates any of the above procedures, they shall be ineligible to order deliveries for the remainder of the quarter. If a student violates any of the above procedures again, they shall be ineligible to order deliveries for the remainder of the school year.
8. If a student orders a delivery and is ineligible to do so, they shall receive a silent lunch for the first offense and three silent lunches for the second offense. For the third offense and all subsequent offenses, administration shall meet with the student and their parents to develop a written plan to ensure future compliance and determine consequences that are appropriate for the repeated nature of the violations.
9. Students may appeal to the Executive Committee of the Principal's Student Forum for an exception to any of the above rules, procedures, or consequences, which may be granted at the Committee's discretion by a majority vote.
10. Only the student who ordered the delivery may go to the office to retrieve it to avoid overcrowding.

By signing below, you certify that you have received and understood all the rules pertaining to ordering deliveries and agree to comply with them.

Student Name _____ Signature _____ Date _____

Grade _____ Pack Time _____