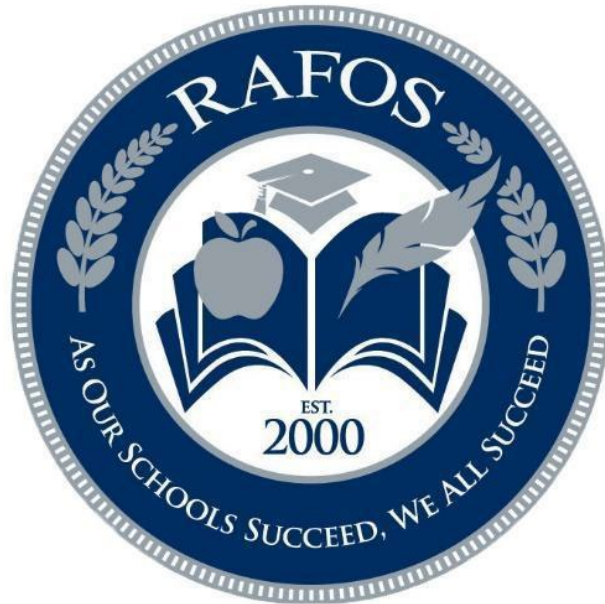


Rocklin Academy Family of Schools

Parent-Student Handbook 2022-2023



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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
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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



Rocklin Academy Gateway

Parent-Student Supplemental Handbook 2022-2023

ROCKLIN ACADEMY GATEWAY



Rocklin Academy Gateway
6550 Lonetree Blvd
Rocklin, CA 95765
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Rocklin Academy Gateway¹

Administration

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¹ Referred to within the Handbook as "Rocklin Academy," "RAG," the "School," or the "Charter School."

Arrival and Dismissal Procedures²

Exhibit R shows route maps

Transitional Kindergarten Traffic Procedures

TK AM/PM Drop Off and Pick Up Route 1

AM TK Traffic Windows

Drop Off: 7:35 – 7:50 am

Pick Up: 11:20 – 11:35 am

PM TK Traffic Windows

Drop Off: 11:25 – 11:40 am

Pick Up: 3:10 – 3:25 pm

1. Enter the retail parking lot on Adams Drive, and turn right at the playground. Follow the playground all the way around to the back of building 6550.
2. Stay in the right lane (passing lane).
3. Proceed to the end of building 6550 and park in the designated side parking lot.
4. Please walk to the walking gate entrance, in front of building 6550 (nearest to the blue shade structure) to drop your student off. A staff member will be there to greet and supervise students during this time.
5. When picking up, please follow the appropriate directions, based on your student's schedule (AM/PM):
 - AM – Please pick your student up from the West side entrance of building 6550
 - PM – Please pick your student up at the walking gate located at the back of 6550, nearest to the play structure.
6. You will EXIT the parking lot via Redwood Drive.

Note: In the event a parent needs to enter the building, he/she must park in a designated parking spot and sign in at the front desk.

Kindergarten Traffic Procedures

Kindergarten Drop Off Only Route 1

Schedule A traffic window 7:35-7:50

Schedule B traffic window 7:55-8:10

1. Enter the retail parking lot on Adams Drive, and turn right at the playground. Follow the playground all the way around to the back of building 6550.
2. Stay in the drop off lane on the left and have your child exit on the driver's side of the

² Please note these are the "default procedures" applicable to most students. If a student with special needs requires modifications, please contact the Principal to work out an alternative procedure.

car. Please have your child ready to exit the vehicle. If you park, please use the passing lane on the right. You should park in a designated parking stall on the side of building 6550.

3. You will EXIT via Redwood Dr.

Note: In the event a parent needs to enter the building, he/she must park in a designated parking spot and sign in at the front desk.

Kindergarten Pick Up Only Route 1

Schedule A traffic window 1:20-1:35

Schedule B traffic window 1:40-1:55

1. Enter the retail parking lot on Adams Drive, and turn right at the playground. Follow the playground all the way around to the back of building 6550.
2. Stay in the right lane (passing lane)
3. Proceed to the end of building 6550 and park in the designated parking spots.
4. You will pick up your child from his or her teacher on the side of building 6550.
5. You will EXIT via Redwood Dr.

Note: In the event a parent needs to enter the building, he/she must park in a designated parking spot and sign in at the front desk.

First, Second, and Third Grade students ONLY
without older siblings in 4th through 8th grade

Drop off and Pick up Route 1

Schedule A traffic window 7:35-7:50 and 2:50-3:05

Schedule B traffic window 7:55-8:10 and 3:10-3:25

Students in grades 1, 2, and 3, without older siblings in grades 4th through 8th, drop off and pick up in back of building 6550

1. Enter on Adams Drive, and turn right at the playground. Follow around the playground.
2. Stay in the drop off lane on the left and have your child exit and enter on the driver's side of the car. Please have your child ready to exit the vehicle. If you park, please use the passing lane on the right.
3. You will exit via Redwood Dr.

Note: In the event a parent needs to enter the building, he/she must sign in at the front desk.

Fourth, Fifth and Sixth Grade students and younger siblings in 1st through 3rd grade

Drop off and pick up Route 2

Schedule A traffic window 7:35-7:50 and 2:50-3:05

Schedule B traffic window 7:55-8:10 and 3:10-3:25

Students in grades 4, and 5, as well as younger siblings (with the exception of TK and Kindergarten) drop off and pick up in front of building 6550.

1. Enter on Redwood Drive or Grand Canyon Drive off of Lonetree Boulevard. Turn right and proceed toward the RC Willey parking lot.
2. Follow the cones which lead you around building 6552 to the front of building 6550 where your child will exit and enter the car on the driver's side.
3. You will EXIT via Adams Drive.

Note: In the event a parent needs to enter the building, he/she must sign in at the front desk.

Seventh – Eighth Grade students ONLY

Drop off and Pick up Route 4

Schedule C traffic window 8:15-8:30 and 3:30-3:45

1. Enter on Adams Drive and turn right at the playground. Follow around the playground.
2. Follow the drop off lane on the left around the building to the front of buildings 6550, 6552, & 6554.
3. Please have your child ready to exit and enter the vehicle on the passenger's side.
4. You will Exit via Adams Drive

Note: In the event a parent needs to enter the building, he/she must sign in at the front desk.

Zero Period (Siblings Only)

Route 2

Zero period drop off window 7:55-8:10

Students on schedule C, with siblings on schedule B, may arrive at School with their siblings starting at 7:55 am. They should proceed to the multi-purpose room in building 6550 until they are dismissed to class. Zero Period is supervised by yard duty aides. Students in Zero Period must adhere to the school rules and respect the instructions of the supervising staff. Students on schedule C may not be on any other part of the school grounds before 8:15.

Walking to/from School

- Walk on the sidewalk.
- Cross streets using the crosswalks.
- Walk facing the traffic whenever possible.

Bicycles

- Bicycles must be walked at all times while on the school campus.
- Walk your bicycle across the crosswalks.
- Lock your bicycle.
- Stay out of the bicycle rack area after you park your bike.
- No bicycle riding, skateboarding, or skating on the school grounds before, during, or after school.
- Helmets are required by state law.

Scooters

Fold-up and carry and/or walk scooters on school grounds. Scooters may be kept in classrooms and taken home each day.

Rollerblades

Remove rollerblades before entering school grounds. Rollerblades may be kept in classrooms and taken home each day. Heely roller shoes are not allowed at school.

Standards Based Report Cards

Rocklin Academy uses a Standards-Based Report Card (SBRC) aligned to the Common Core State Standards. This report card assists our work towards ensuring that all students are successful at meeting grade-level standards. Standards describe what a student should know and be able to do at each grade level in all subjects, and the report card is designed to give parents more information about how their children are progressing. On the report card, parents will learn whether or not their child is *proficient* - meaning that the child is demonstrating proficiency of grade-level standards, *progressing toward proficiency* - meaning that the child is making progress towards the grade-level standards, or, *not progressing towards proficiency* - meaning that the child is not demonstrating progress towards the standards. The report card will also provide information on student work habits.

Benefits of Standards Based Report Cards

A standards-based report card is helpful in multiple ways. First, it will ensure that there is more consistency of expectations from teacher to teacher. Second, it will help teachers and students focus on the standards from the very beginning of the year, giving students a chance to receive help sooner if they are not making adequate progress. Finally, and perhaps

most importantly, parents will learn exactly how their students are doing based on the standards - they will learn which big ideas and concepts their children have learned and what they need to work on to ensure they are ready for the next grade level.

Achievement Testing 3rd – 8th

Students in grades 3rd-8th will take the California Assessment of Student Performance and Progress (CAASPP) tests in the spring. Fifth and eighth grade students will also take the California Science Test (CAST). Parents/Guardians may exclude their child from state testing by written request to the school site principal.

Grading Philosophy

Rocklin Academy 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, Rocklin Academy 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.

Grading and Reporting Tk-6th grade

TK-6 Work Habits and Citizenship Legend

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

A student displaying excellent Work Habits 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,
- Follow the school rules.
 - Be Respectful
 - Be Responsible
 - Be Resourceful

Students will be recognized for “Excellent Work Habits” each trimester and those students who earn ‘10 E’s’ will receive special recognition.

Grading and Reporting 7th - 8th

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 Rocklin Academy 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:

7th and 8th Grade Academic Mastery grades are defined as follows:

Grade	Description
A	Indicates a student has expanded beyond the criteria of the essential standards.
B	Indicates a student has exceeded expectations on the essential standards.
C	Indicates a student has achieved mastery of the essential standards.
Incomplete	Indicates the student has not yet demonstrated mastery of the essential standards.
No Credit (NC)	Indicates the student did not adequately show engagement or mastery of essential standards, and that, accordingly, the student shall not receive credit for the class and shall meet with their counselor to discuss options.

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. REPERFORMANCE

A student who did not earn at least a "C" on a particular assessment shall be eligible for a reperformance 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 *Reperformance 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 Repformance 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 Repformance 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 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 an 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 one (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 incompletes in 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](#).

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,
- Work toward achieving individual and group goals,
- Show integrity and not participate in cheating, plagiarism, or other dishonest acts in completing work.
- Follow all three school rules
- Maintain a positive attitude
- Help maintain a productive learning environment
- Use technology appropriately as outlined in the [Technology Use Policy](#)
- Demonstrate courtesy and respect in the learning environment

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.

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.

Leading up to each semester grade, there will be quarter grades and two mid-quarter progress reports that are made available online, 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.**

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 Rocklin Academy Gateway, classes are based on this scale:

Regular Classes
A = 4 points
B = 3 points
C = 2 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.

Rocklin Academy Gateway School Life

Homework

If homework is to be effective, it must be a joint responsibility of the home and school. Parents should help the student work out a study schedule and provide a quiet work atmosphere. Our staff believes homework should be introduced at the primary level with assignments moving from simple to more complex as the student proceeds through the upper grades. Parents need to verify that homework is done well and completely. Please make sure that homework is a higher priority than other after-school activities and after-school play. The expected length of time spent daily on homework is stated below. At times, your child will have slightly more than the stated amount of time.

Grade	Minutes
K	0-10
1-2	20
3	30
4	45
5-8	60

Lost and Found

Parents are strongly encouraged to label jackets, sweaters, and lunch boxes with their child's last name. "Found" articles will be kept in the designated "Lost and Found" area in Building

6550. Unclaimed items will be donated to a charitable organization several times per year, as noted in weekly school communication through the Gator Gazette.

Birthdays

Birthdays are important milestones for students, and we encourage celebrations. If you would like to bring in a non-food item to celebrate your child's birthday, please communicate with your child's teacher regarding an appropriate day and time, and wait for confirmation from the teacher before arriving with a birthday token (i.e., stickers, birthday napkins, donation of a book to the class). We do not allow food items for birthday celebrations. Party invitations are not allowed to be handed out at school unless the entire class is invited to a celebration. We want to be respectful of all students' feelings.

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.

Cafeteria Conduct

Be Respectful

- Talk quietly
- Use polite manners
- Speak with good purpose

Be Responsible

- Keep cafeteria clean
- Choose healthy options
- Follow procedures

Be Resourceful

- Raise your hand if you need help
- Take only the amount of food you will eat

Student Dress and Appearance

- All garments must fit and be worn in the manner in which they are designed. Pants must be worn at or above the hip point and be able to stay up without a belt. Footwear must be worn at all times. For safety reasons, flip-flops, backless shoes, slippers, and tennis shoes with wheels are prohibited. Students must wear appropriate athletic shoes for physical education classes. Dangling earrings are not permitted.
- Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, spaghetti straps, off-the-shoulder or low-cut tops, torn-off sleeves, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited. Sleeveless blouses may be worn.
- Lettering, printing, message patches, images, insignia, or messages on clothing, jewelry, accessories, backpacks, binders, or other personal items that are obscene, promote violence, promote illegal behavior, or are otherwise disruptive to the school environment are prohibited. Hats, caps, or hoods cannot be worn in the classroom, though religious head coverings are permitted.
- Any apparel, jewelry, accessory, school materials, or manner of grooming which by virtue of color, arrangement, or any other attribute denotes membership in a gang is prohibited.
- Pajamas may only be worn on designated spirit days or during identified class celebrations.
- Application of make-up or other personal grooming is prohibited during school hours or during school-sponsored field trips (TK-6).
- Students may be asked to change clothing if they wear inappropriate clothing. Parents will be requested to bring appropriate clothing to the school, or the school may provide alternative, appropriate clothing.
- Formal dances, athletic events, and other specialized events may have different requirements for dress code in accordance with the needs of the event.

Physical Education

Physical education (P.E.) is vital to the long-term health and well-being of our students. It greatly contributes to the development of physically, mentally, socially, and academically balanced individuals. P.E. is not interchangeable with recess. It is a sequentially taught, developmentally appropriate program that addresses areas such as body mechanics, social interactions, the establishment of personal goals, good sportsmanship, safety, and enjoyment.

A quality P.E. program at the elementary school level is essential for the introduction and development of movement skills necessary for successful participation in sport and fitness activities through teen and adult years. Eighty (80) minutes per week of specialized P.E. instruction is provided to each student in grades one through six, and forty (40) minutes are provided for Kindergarten. P.E. is offered as an elective in 7th-8th grades.

PE Excuses and/or Recess Modification

All requests to be excused from, or participate in a modified activity in physical education classes and/or recess, must be approved by the School and signed by a parent. If a student needs to be excused from P.E. or recess for more than three (3) days, a doctor's note is required. Please specify your student's limitations. We will try and accommodate a student's disability or their illness or injury (e.g., they may be able to walk or run with an arm injury.) Notes from parents or physicians that limit participation in P.E. will also result in those same limitations if the child participates in extracurricular sports within Rocklin Academy.

Recess

When the whistle blows, signaling the end of recess, students must stop recess activity and remain quiet and still. The yard supervisor will perform a quick, visual sweep of the entire area to see that students are calm, and then blow the whistle to signal the children to walk to their classroom line, in their designated area to meet their teacher.

Playground Rules

Playground Rules

See 'Behavioral Expectations' in this handbook for application of the three (3) school rules to the playground and bathroom. Students must adhere to the instructions of the yard duty staff as to how to use the equipment and play approved games. Students are encouraged to be inclusive and to seek support from a staff member for issues that may arise on the playground.

Designated Snack Area

Students may eat snacks at the designated snack area only.

Playground Consequences

Students will respect the authority and instructions of the yard duty staff. For smaller infractions, the yard duty aides will issue a verbal reminder and/or removal from the activity before further action is taken. For repeated or more serious infractions, yard duty aides will communicate with the teacher and/or the principal (and/or designee) to determine if communication home or a Major Referral Form is warranted. Staff and/or the principal (and/or designee) will take whatever actions they deem appropriate to ensure the safety of all students.

Cell Phones and Personal 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 the RAFOS Parent & Student Handbook]. Any violation of this rule

may result in the device being taken from the child and held in the classroom or office. For Kindergarten through 6th grade, the parent must pick up the cell phone from the front office. Seventh and 8th grade students may pick up their phone from the front office at the end of the school day. The School will not be responsible if these items are lost, damaged, or stolen.

Toys and Electronic Devices

All types of toys, trading cards, and electronic devices (other than e-reader devices) are not allowed on campus before, during, or after school. They may not be brought for sharing or any other school-related event unless specified by the teacher. Any violation of this rule will result in the item being taken from the child and held in their classroom, or the office, for parent pickup. The School will not be responsible if these items are lost, damaged, or stolen.

Privately owned e-reader devices are allowed at School. E-readers are devices intended to be used to read an e-book. Devices intended to be used to play games, watch videos, or navigate the Internet are not allowed.

Guidelines

- A student who brings their privately owned computer and/or E-reader to school is personally responsible for the equipment.
- The School assumes no responsibility for the loss of, theft of or damage to any personal device.
- No privately-owned student devices may be attached to the School's network or Internet services.
- Students must obtain teacher permission before using the device in class.
- Students must turn off and put away the device when requested by a teacher.
- Students may use the device before school, at lunch, and after school in adult-supervised areas only, such as the playground or classrooms with a teacher present.
- The School may examine a student's personal device and search its contents if there is an emergency situation involving danger of death or serious physical injury to any person that requires access to the electronic device information.

Any violation of these guidelines will result in the device being taken from the child and held in the office for parent pickup.

Examples of Appropriate Use: reading e-books, highlighting text, etc.

Examples of Inappropriate Use: accessing social media, playing games, listening to music, watching videos, sending messages, viewing pictures not provided by the e-book publisher, etc.

Behavioral Expectations

In order to provide Rocklin Academy Gateway students with a safe and effective learning environment, all classroom rules will align with the **Three School Rules**, all of which are equally important.

- **Be Respectful** - We will teach the children about self-respect so they can learn to respect others and property. They will learn that selfishness and self-respect are opposite attributes.
- **Be Responsible** - We will teach the children to respond to life and its issues and problems--not react to it! We want them to become "response-able" so they will grow and learn to "behave themselves" and depend less on outside controls to manage their behavior.
- **Be Resourceful** - We will teach the children to find and use resources that will point them to solutions. Those solutions include the quest for answers to curriculum questions, as well as those found in everyday, real-life issues. They will learn that it is okay to ask for help, and it is okay to offer and give help in a school setting.

All teachers and staff at Rocklin Academy Gateway have agreed to uphold these behavioral expectations throughout the school grounds. Teacher interventions at the classroom level have been fully implemented, and parents fully informed before the child's behavior is referred to the principal's office. Our three (3) school rules are supported with Positive Behavioral Interventions and Supports (PBIS), a positive and proactive behavioral approach. PBIS uses a multi-tiered system and 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.
- Staff uses frequent evaluation of behavior data from staff members to add additional supports and preventative coaching for students.

The matrix below outlines how to follow these rules in each area of the School. Staff reinforces positive behaviors with verbal and written acknowledgment to encourage a positive, productive, and supportive school environment.

	Classroom/ Hub	Cafeteria	Playground	Bathroom	Hallway/ Stairwell	Pick-Up
Be Respectful	<ul style="list-style-type: none"> • Be supportive and positive • Take care of materials • Listen politely • Speak with Good Purpose 	<ul style="list-style-type: none"> • Talk quietly • Use polite manners • Speak with Good Purpose 	<ul style="list-style-type: none"> • Use equipment properly • Listen politely • Include others in all activities • Speak with Good Purpose 	<ul style="list-style-type: none"> • Talk quietly • Maintain the privacy of others 	<ul style="list-style-type: none"> • Remain silent • Keep personal space • Keep hands and objects off wall 	<ul style="list-style-type: none"> • Remain quiet • Stay in line
Be Responsible	<ul style="list-style-type: none"> • Take ownership • Keep classroom clean • Complete assignments as asked • Failure Leads to Success 	<ul style="list-style-type: none"> • Keep the cafeteria clean • Choose healthy options • Follow procedures 	<ul style="list-style-type: none"> • Follow rules of games • Be safe and aware of surroundings • Follow procedures 	<ul style="list-style-type: none"> • Keep bathroom clean • Use bathroom appropriately 	<ul style="list-style-type: none"> • Walk only • Keep belongings close • Follow procedures 	<ul style="list-style-type: none"> • Keep belongings close • Listen to adults • Be safe and aware of surroundings
Be Resourceful	<ul style="list-style-type: none"> • Utilize tools and strategies • Work cooperatively • Come to class prepared • Be Flexible 	<ul style="list-style-type: none"> • Raise your hand if you need help • Take only the amount of food you will eat 	<ul style="list-style-type: none"> • Cooperate to solve problems • Find an adult when you need help • Pick up trash 	<ul style="list-style-type: none"> • Tell an adult when there is a problem • Conserve and use supplies wisely 	<ul style="list-style-type: none"> • Pay attention to the person in front of you • Pick up trash 	<ul style="list-style-type: none"> • Watch for your vehicle • Load into vehicle quickly

In The Classroom

Because a class consists of a 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, audio, and video recording are not permitted in class except with teacher permission. If a student has a disagreement with a teacher, the student shall wait until an appropriate time to discuss it.

Conduct

The Rocklin Academy Gateway 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
- Tardiness and unexcused absences from school
- Failure to remain on school premises in accordance with school rules

Minor and Major Communication

If a student does not comply with one or more school rules, contact with the student's family will be made describing the incident and specifying the school response. Corrective and instructive actions will be taken to support the student in learning from mistakes and making appropriate decisions in the future. These actions will be determined by the nature of the incident and the frequency of incidents.

If a student commits a more severe infraction, a Major Referral Form will be issued by a teacher, or by the principal (and/or designee). When a student receives a Major Referral Form, parents/guardians will be notified, and a team may meet to discuss appropriate corrective and instructive actions for the student, which may include suspension and expulsion in alignment with the School's Policy. The team may include a combination of teacher, administrator, parent/guardian, and student.

Major Referral Forms are housed within the school site and are not part of the student's cumulative file. The data gathered allows the school site to systematically address the targeted behavior and develop replacement behaviors that support our three school rules.

SUSPENSION AND EXPULSION 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 Academy has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Academy is committed to annual review of policies and procedures surrounding suspensions and expulsions.

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 Academy'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. Academy 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 Academy 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 Principal's office.

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

A student identified as an individual with disabilities or for whom the Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Academy 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 Academy 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.

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.

A. 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 of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 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.
 - 1) Except as provided in Education Code Section 48910, pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
 - 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) 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.
 - o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p) 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.

- q) Made terrorist 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.
- r) 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.
- s) Caused, attempted to cause, threaten 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.
- t) 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.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code.
- v) 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)(a)-(b).
- w) 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 Principal 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 Principal or designee’s concurrence.

- b) Brandishing a knife, as defined in Education Code 48915(g) at another person.
 - c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
 - d) Committing or attempting to commit a sexual assault as defined in subdivision (n) Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for anyof 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 of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - 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 anydrug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation 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.

- p) Made terrorist 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.
- q) 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.
- r) Caused, attempted to cause, threaten 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.
- s) 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.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code.
- u) 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 (3)(a)-(b).
- v) 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 Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled 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 Principal or designee’s concurrence.

- b) Brandishing a knife, as defined in Education Code 48915(g) at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

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

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.

B. 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 Principal or Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Academy employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Academy 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 (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Academy 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 Academy administration wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal'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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal 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.

C. Authority to Expel

A student may be expelled either by the Board of Directors following a hearing before it or by the 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. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

D. 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 Principal 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 in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the 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 Academy'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 Academy to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

The Academy 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 Academy 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 Academy 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 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 entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the

- complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the Academy. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising 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 the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
 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.

F. 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.

G. 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.

H. Written Notice to Expel

The Principal 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 Academy.

The Principal 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.

I. Disciplinary Records

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

J. No Right to Appeal

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

K. Expelled Pupils/Alternative Education

Parents/guardians of 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 Academy 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.

L. Rehabilitation Plans

Students who are expelled from the Academy 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 Academy for readmission.

M. 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 Principal or designee and the pupil and parent/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 Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Academy's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

The Academy shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Academy 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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Academy, 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 Academy, 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 Academy, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

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

If the Academy, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Academy 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 Academy 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 Academy, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k) until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Academy agree otherwise.

5. Special Circumstances

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

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

6. Interim Alternative Educational Setting

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

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

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

The Academy 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 Academy 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 Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Academy supervisory personnel.

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

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

The Academy shall not be deemed to have knowledge of 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.

Athletics and Eligibility

Students are encouraged to participate in athletics at RAFOS and in alignment Rocklin Academy Gateway Athletic Handbook, which can be viewed on our website at [Athletic Handbook](#), or obtained from the School upon request at the main office.

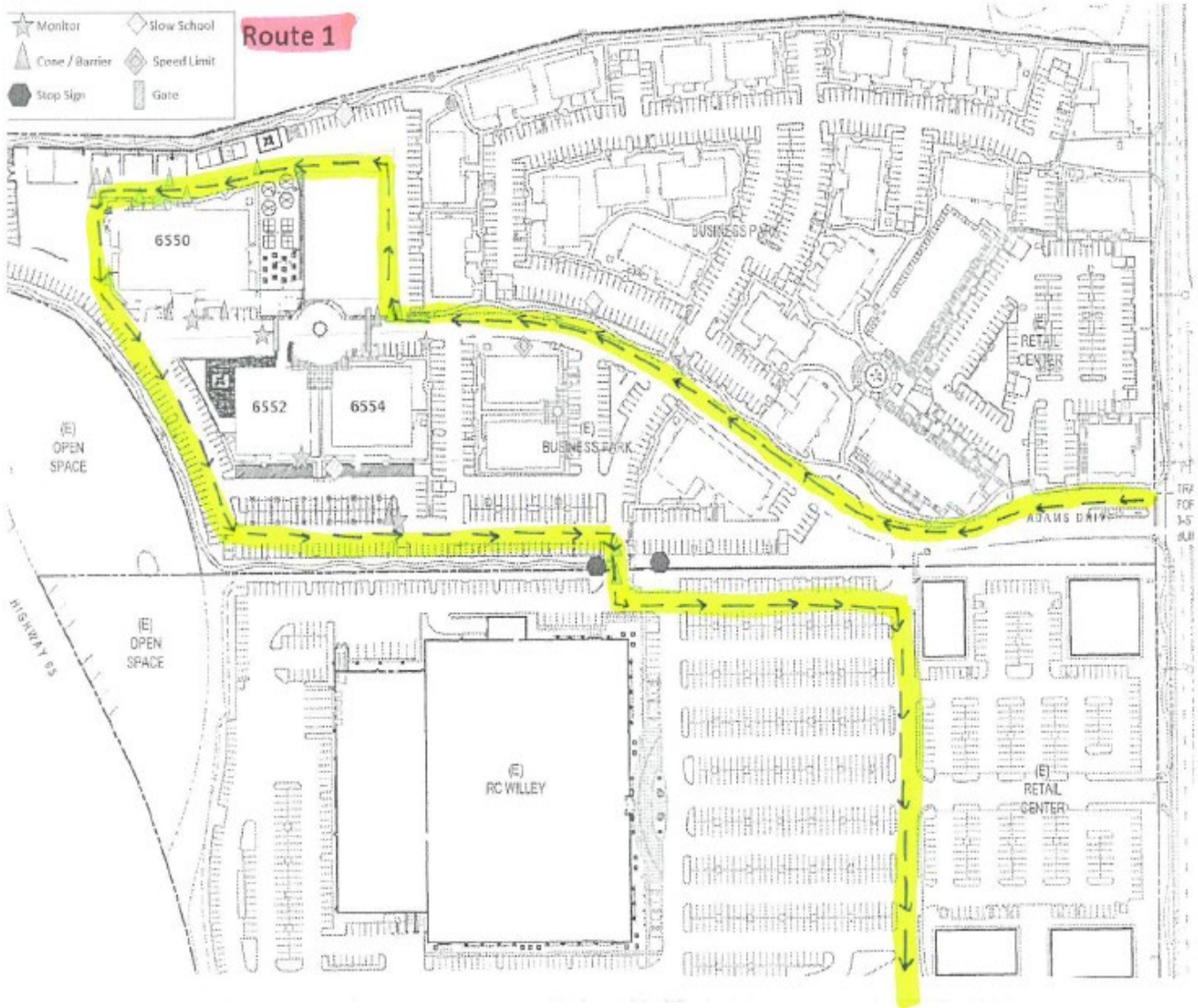
The athletic program at Rocklin Academy Gateway is for 7th and 8th-grade students and is a dynamic and integral part of the whole educational experience. The athletic program is conducted in a way that is complementary and supportive of the academic program. In addition, it provides meaningful learning opportunities not otherwise offered in the school classroom environment. It assists in developing habits, attitudes, and ideals necessary for ethical competition and cooperation in our society. The athletic program provides our students with lifelong lessons for personal growth such as sportsmanship, teamwork, ethical behavior, perseverance, commitment, loyalty, self-discipline, pride, responsibility, and leadership skills.

Sportsmanship is the top priority of athletics. Commitment to fair play, integrity, and genuine empathy for others are taught and practiced. Athletics should assist in the development of fellowship and goodwill, and encourage the qualities of good citizenship. Athletics play an important role in developing a healthy self-image as well as a healthy body. Athletics also contribute to school spirit and pride.

Athletics is a voluntary program. Participation is a privilege and not a right. Along with that privilege comes the responsibility to conform to standards established for the school athletic teams. This privilege may be revoked when the athlete fails or refuses to comply with the rules.

Exhibit R

Arrival/Dismissal Route Maps





- ★ Monitor
- ◇ Slow School
- ▲ Cone / Barrier
- ◇ Speed Limit
- Stop Sign
- Gate

Route 3



- ★ Monitor
- ◇ Slow School
- △ Cone / Barrier
- ◇ Speed Limit
- Stop Sign
- Gate

Route 4

