



# PACIFIC VIEW CHARTER SCHOOL

A California Public School

3670 Ocean Ranch Blvd.

Oceanside, CA 92056

Phone: 760-757-0161

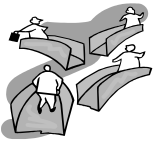
Fax: 760-435-2666

[www.pacificview.org](http://www.pacificview.org)

## **Parent/Student K-8th Handbook 2010-2011**

## TABLE OF CONTENTS

Important Information	Page 1
Director's Welcome	Page 2
Charter School Information	Page 3
Mission and Vision Statement	Page 4
Program Components	Page 4
Expected Schoolwide Learning Results	Page 5
Program Requirements	Page 6
General Information	
Parent/Supervisory Teachers' Commitment	Page 7
Instructional Strategies, Academic Performance Assessment	Page 8
Parent Participation, Code of Conduct Computer Lab Rules, Consent Forms, Closed Campus, Cell Phones	Page 9
Dress Code Policies & Enforcement	Page 10
Sexual Harassment & Non-Discrimination Policies	Page 11
Compliance Policy	Page 11
Withdrawing From School	Page 11
Helpful Hints	Page 12
Profile of a Successful Student	Page 13
Menu of Services	Page 14
Suggested K-2 <sup>nd</sup> Daily Home Schedule	Page 15
Suggested 3-5 <sup>th</sup> Daily Home Schedule	Page 16
Suggested 6-8 <sup>th</sup> Daily Home Schedule	Page 17
Classroom Schedules: K-2, 3-5, 6-7, 8	Page 18
Student Policies	Page 19-54



## **IMPORTANT INFORMATION**

**School Address:** 3670 Ocean Ranch Blvd.  
Oceanside, CA 92056  
**School Telephone:** (760) 757-0161  
**Fax:** (760) 435-2666  
**Web Site:** [www.pacificview.org](http://www.pacificview.org)

**Office Hours:** 8:00 AM to 4:00 PM  
**Computer Lab Hours:** 8:00 AM to 4:00 PM (M., T., Th., F.)  
8:00 AM to 1:00 PM (W.)

**Supervisory Teachers:**

Amanda Amodo-HS	Jared Beck-HS	Steven Bentley-HS
Lindsay Butler-K-8	Patricia Fearing-HS	Gayl Johnson-HS
Kathy Meck-K-8	Kathi Miller-HS	Dana Pavolini-HS/K-8
Sandra Reilly- K-8/HS	Mary Roberts-K-8/HS	Lena Rumps-HS
Don Thiele-HS	Rachel Tomor-HS	Jessica Venezia-HS/K-8
James Willis-HS		

**Curriculum Coordinator** : Jessica Venezia

**Student Support Advisors:** Mary Roberts & Lena Rumps

**OUSD Resource Specialist Teacher:** Catherine Weaver

**Business Manager:** Sandra R. Benson

**Administrative Coordinator:** Kira Fox

**Technology Coordinator:** John Sturm

**Business Technician:** Lori Bentley

**Receptionist:**

**Board Trustees:**

Martha Brown – President  
Bob Gleisberg – 1st Vice President  
Duane Coleman, Ed.D – District Representative  
Ann Stanfield– Board Trustee  
David Haynes II – Board Trustee  
Gina Campbell – Secretary (ex-officio)  
Sandra R. Benson – CFO (ex-officio)



## **Welcome to Pacific View Charter School**

I would like to take this opportunity to welcome you to Pacific View Charter School. We are committed to provide the best possible education for our students.

Our school's reputation and success rest on parental concern and involvement. We seek to provide each student an education personalized to his or her abilities. We need your cooperation and understanding if this year is to provide a productive and satisfying experience for your child.

Our school can take pride in its highly qualified and dedicated staff. These educators welcome your input, and view education as a partnership between home and school. Our students are committed to the idea that the privilege of coming to Pacific View Charter School carries with it the obligation to do the best they can.

If there is anything we can do to assist you or your child, please do not hesitate to call. Our goal remains to provide the best possible education for each student.

Sincerely,

Gina Campbell  
Director

# Charter School Information

There are currently over 750 charter schools operating in California, serving over 276,000 students. Over the past ten years, charter schools have consistently grown by an average of 50 schools a year.

Charter schools serve a balanced mix of students mirroring demographics in California's public schools.

Public charter schools offer an important and timely public school option to address the challenges facing our traditional education system. Charter schools are an exciting and high-potential alternative approach to education.

Pacific View Charter School is a K – 12 public school that opened in August 1999. In May 2007, Pacific View Charter School received certification from the California Charter Schools Association for its high standards and quality of program. The school provides Oceanside and neighboring communities an educational alternative to the traditional school setting. Enrollment at the school is strictly on a voluntary basis. Students in San Diego, Orange, Riverside, and Imperial counties are free to attend. The staff of Pacific View Charter School desires to work in an atmosphere of collaboration and mutual understanding with all who attend. Through the Personalized Learning Model, PVCS provides a partnership with our parents, students, and staff. We hope you find your experience at PVCS a positive one.



## OUR MISSION STATEMENT

All of the staff at Pacific View Charter School passionately care about children and the way they learn. We believe all students have the right to a curriculum that is relevant and sensitive to different learning styles. The Learning Team, consisting of the student, parent, and the teacher, thoroughly monitors student progress and provides opportunities for students to develop and reach their fullest academic potential – all in a safe environment.

Pacific View Charter School strives to provide an educational opportunity for all students to work independently or in a small group setting and to pursue personalized educational plans created by the teachers, parents, and students. These plans provide for continuing academic progress and reflect the students' yearly goals and objectives.

The staff of Pacific View Charter School desires to work in an atmosphere of collaboration and mutual understanding with all who attend. Parents are an integral part of their child's educational success and have an active voice in Pacific View Charter School.

## OUR VISION STATEMENT

Students at Pacific View Charter School become confident, self-motivated individuals who are academically and technologically proficient. They become productive citizens who show respect for self and others. They develop into effective global communicators who listen, speak, read and write in an effective manner. The individual needs and learning styles of students are accommodated through personalized learning. When students leave Pacific View Charter School, they have the skills to be life-long learners who are able to be rational and objective when making decisions.

## Our Program Components

- \***Certified Charter School**    \***WASC Accredited K-12**
- \*Credentialled Teachers    \*Personalized Lesson Plans
- \*Strong Family Involvement    \*\*K12 Virtual Curriculum
- \*Computer Lab    \*Workshops, Clubs & Activities
- \*Student Support Services    \*Student Success Team (SST)
- \*\*Educationally Appropriate Field Trips
- \*Nurturing & Caring Environment
- \*Community Service Opportunities
- \*One-Day-a-Week Classroom\*



## **Expected Schoolwide Learning Results For All Students**

**Pacific View Charter School will help prepare its students to be:**

### **Self-motivated, Life-long Reflective Learners**

- Prioritize tasks
- Demonstrate efficient time management
- Develop leadership qualities
- Establish, pursue and achieve success in personal goals
- Develop and use a variety of strategies to help maximize learning

### **Effective Global Communicators**

- Listen with understanding and interpret effectively
- Speak to convey information with knowledge and confidence
- Read with understanding, comprehension and fluency
- Write in a variety of formats required at each grade level

### **Proficient in Academic Skills**

- Demonstrate academic growth in targeted language arts content standards
- Demonstrate academic growth in targeted mathematic content standards
- Exhibit basic knowledge of computer applications

### **Productive Citizens**

- Demonstrate respect for self and others
- Accept personal responsibilities for all actions
- Work effectively as an individual and as part of a collaborative team
- Develop and maintain a healthy lifestyle
- Contribute to the betterment of the local and global communities
- Participate fully in the democratic process
- Acknowledge and seek to understand diversity

# Pacific View Charter School

## Program Requirements

### Steps To Enrollment:

- Documents necessary for enrollment
  - 1) Birth Certificate
  - 2) Two proofs of residency
  - 3) Report Card
  - 4) Immunization record
  - 5) Disenrollment form from previous school
- All students and parents must attend a registration meeting.
- The Supervisory Teacher, parent, and student will sign a master agreement at the time of enrollment.
- Your child must be five (5) years of age on or before December 2nd in order to enroll in Kindergarten in August. If your child turns five (5) after December 2<sup>nd</sup>, he/she may enroll at that time. See your Supervisory Teacher for more information.

### Program Requirements:

- A weekly lesson plan/learning record must be completed and submitted to your Supervisory Teacher with the required work samples for each student on or before the scheduled date.
- All students must receive a minimum of 175 days of instruction per school year.
- PVCS strongly encourages families to donate 15 hours of service or materials annually. Some ways to help are listed under Parent Participation.
- Students and parents are required to sign a computer use agreement before using the computer lab.
- Students in grades 6-8 are **strongly encouraged** to perform community service hours while attending PVCS .

- **K-8 students** are required to receive instruction in the following subject areas during the school year: Language Arts (Reading, English, Phonics, Grammar, Writing, & Spelling), Mathematics, Science, Social Studies (Geography & History), Health & Physical Education.

- It is strongly recommended that K-8 students attend at least one workshop, activity, or field trip per month.

- If you or your child are signed up for an activity, workshop, or field trip, please make the effort to attend. If you cannot attend, please let the teacher know in advance. This will allow others to come who might be on a waiting list.

- Parents will provide all transportation needs in attending workshops, activities, field trips, and regularly scheduled appointments.

- The parent is responsible for all materials checked out from PVCS. Be mindful of the checkout time period of all library books, and resource materials. This shows consideration to other families in the school who may also need that particular resource material. You will be **responsible for payment** of any lost or damaged books and materials.

- Supervisory Teachers will help parents to understand their role and their responsibilities in the education process at PVCS.

- The Supervisory Teacher, parent, and student, will meet each semester to collaborate on course grades.

- Pacific View Charter School will terminate any student's enrollment if the parent or student is not fulfilling the requirements of the school program.



# GENERAL INFORMATION

## Parents' or Guardians' Commitment

1. Provide a regular time, place and supervision for daily lessons and ensure your student's work is completed on time.
2. Turn in lesson plans on time with appropriate pages, topics, and lesson numbers. Make sure that all work has been corrected and that work samples with rough drafts are included.
3. Call your Supervisory Teacher with any needs, questions, curriculum problems, or leaves of absence.
4. Meet with your Supervisory Teacher regularly and be on time for appointments.
5. Notify your Supervisory Teacher if supplemental materials will be used.
6. Supervise, teach, and direct your student's daily lessons. Provide opportunities for oral discussions and review. Provide support.
7. Be a positive role model for your student. Show him/her that education is important to you by holding high expectations.
8. Respect school property.
9. Prepare student to discuss assigned work with the teacher when asked.
10. Encourage and help students to become actively involved in the learning process.
11. Assign homework if your student needs more time to complete an assignment, research papers, or to practice a difficult concept.
12. Monitor your student's progress.

## Supervisory Teachers' Commitment

1. Create a welcoming environment for all parents and students.
2. Foster a safe and positive learning environment at PVCS.
3. Set and hold high expectations for **ALL** students.
4. Provide instructional leadership to each parent in teaching the curriculum. This will include any texts, workbooks, teacher's editions, tests, and supplemental or alternative materials.
5. Give suggestions on motivating children to work efficiently and in a timely manner. Advise parents if they are pushing the students too hard or not enough.
6. Provide timely feedback on all student assignments and tests.
7. Provide regular communication through newsletters and other means.
8. Offer classroom, workshops, and activities in subjects such as: creative writing, report writing and unit-based subjects, arts and crafts, science, social studies, or related subjects.
9. Return all phone calls or emails within 24 hours during working hours.
10. Evaluate and document student progress.
11. Offer parents a variety of additional resources and effective teaching strategies to help meet students' academic needs.
12. Suggest ways that parents can support their student's learning at home.

## INSTRUCTIONAL STRATEGIES & OPTIONS

Alternative instructional strategies are offered at Pacific View Charter School to ensure an individualized approach to each student's education. Some of the offerings will include:

- \*A personalized K-8 home study program
- \*Regularly scheduled parent and student conferences with a credentialed teacher
- \*Supplemental classroom instruction time
- \*Tutoring opportunities with teachers and peers
- \*Parent and/or student activities and enrichment classes
- \*Alternative math and handwriting curriculum choices
- \*Technology embedded within the curriculum
- \*Community service opportunities for students in grades 6-8



## ACADEMIC PERFORMANCE

Through successful completion of academic work students will demonstrate:

- Their level of proficiency indicated by progress through the California State Performance Standards in all core areas – language arts, reading, written and oral expression, mathematics, social science, and science.
- Their ability to review and revise assignments to achieve an acceptable level of mastery.
- Their ability to demonstrate a sustained effort by completing long-term projects that will encompass a variety of skills.
- Their ability to explore and analyze real-life situations/problems and come up with a workable solution.
- Their ability to use the computer as a research tool.
- Their ability to set time-lines and meet deadlines.

## ASSESSMENT

- Students in grades 3-8 will be given a school-wide assessment screening (NWEA) in mathematics, reading, and language to determine a skills baseline of information. This assessment will be given at intervals to help assess targeted growth areas.
- Students will be tested in all academic disciplines throughout the year to determine subject mastery.
- Students may be asked to keep a portfolio of completed work to document their progress.
- Pacific View Charter School participates in assessments required by the State of California. Currently this includes:
  - \* STAR Test Gr. 2-8
  - \* STAR Writing Test Gr. 7
  - \* CELDT (for English Language Learners) Gr.K-8
  - \* Physical Fitness Testing Gr. 5 & 7

## PARENT PARTICIPATION

Active participation by parent or guardian in areas outside the daily educational process is not only encouraged, but it is welcomed.

### **Other ways to become involved may consist of the following:**

- \*Become a parent representative on the Pacific View Charter School Board.
- \*Join the Parent Advisory Committee (PAC).
- \*Assist with a class or workshop.
- \*Donate materials.
- \*Work on a fund-raiser.
- \*Offer expertise in areas such as:  
Computer programs  
Office management or training  
Library  
Music  
Arts and crafts
- \*Create a bulletin board.
- \*Host parent support meetings.
- \*Assist with the phone tree.
- \*Offer to carpool.



*(A tuberculin clearance is mandatory for all who volunteer at PVCS. Obtain in front office.)*

## CODE OF CONDUCT

The following code of conduct applies to anyone at Pacific View Charter School: staff, parents, students, siblings and visitors.

- \*Use Good Judgment
- \*Respect the Property of Others
- \*Speak with Respect
- \*Act with Respect
- \*Listen with Respect
- \*Be Accountable For Your Own Actions and Those in Your Charge
- \*Wear Appropriate Clothing

## COMPUTER LAB RULES

*All students and parents must sign a computer usage contract before being allowed into the computer lab.*

1. Sign in upon arrival and sign out when you leave.
2. Sign in to use the Internet. Students must receive a password from PVCS personnel to log-on.
3. No food or drinks.
4. No talking – this is a quiet work space.
5. No downloading of any kind on any computer is allowed.
6. **DO NOT** change settings on any computer.
7. Inform the Instructional Aide if there is a problem with a computer. **DO NOT** attempt to fix the problem yourself.
8. The telephones in the computer lab are not for student use. To make a call you need to see your Supervisory Teacher or the front office receptionist.

## COMPUTER LAB HOURS:

**M, T, Th, F– 8:00-4:00**  
**W – 8:00-1:00**

## CONSENT FORMS

Activity, dance, or other consent forms from outside schools must be filled out completely with a parent and student signature before requesting approval from the student's Supervisory Teacher and an administrative signature. There may be a 24 hour turn-around time for requests that are submitted. If approved, the student will be representing our school and our expectation is that the student's conduct is appropriate at all times. Inappropriate conduct may lead to disenrollment from Pacific View Charter School.

## PVCS IS A CLOSED CAMPUS

Students may not leave the PVCS campus without being accompanied by a parent/guardian. Please bring a snack/lunch if you will be here for an extended amount of time.

## CELL PHONES

All student cell phones will remain off while inside PVCS. Parents may contact their students through the main PVCS number: 760-757-0161.



# **Pacific View Charter School**

## **DRESS CODE POLICIES**

(Revised 5-22-08)

**The intent of the dress code is to have students wear clothing that is appropriate for school and the learning environment. Staff at PVCS should not have to feel uncomfortable while conferencing with any student. Good taste and grooming are an important part of our students' education.**

### **THE FOLLOWING WILL NOT BE ACCEPTABLE AT PVCS:**

- ❖ Beach wear
- ❖ Pajamas or slippers
- ❖ Halter tops/tube tops/Spaghetti strap tops
- ❖ Bare midriffs that show any skin – front or back
- ❖ Low-cut tops (Use the “L” rule)
- ❖ Brief shorts (Use arm’s length rule)
- ❖ See-through outfits
- ❖ Any form-fitting clothing
- ❖ Bare feet
- ❖ Gang related clothing/Clothing with profanity
- ❖ Undergarments showing
- ❖ Wearing baggy or sagging clothing
- ❖ Clothing or products that promote tobacco, alcohol, drugs, or sex
- ❖ Hats, “doo rags”; sweatshirt hoods and caps are to be removed while inside PVCS
- ❖ Wearing sunglasses while inside PVCS

### **DRESS CODE ENFORCEMENT:**

**PVCS staff is expected to enforce the dress code in a fair and consistent manner. If a student violates the dress code he/she may be asked to leave or be given an oversized cover-up or suspenders to wear during the appointment time. Should the student come dressed inappropriately a second time he/she may be asked to leave and the teacher will complete the Disciplinary Action form.**

## **Sexual Harassment and Non-Discrimination Policies**

Pacific View Charter School is committed to equal opportunity for all individuals in education. PVCS programs and activities will be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability, or any other unlawful consideration.

### **HARASSMENT – A DEFINITION:**

Harassment is unwanted and unwelcomed behavior from other students or staff members that interferes with another individual's life. When it is sexual in nature, it is "sexual harassment." When it is racial in nature, it is "hate-motivated behavior" or sometimes a "hate crime."

### **DISCRIMINATION – A DEFINITION:**

Discrimination is negative or unfair treatment toward an individual based on race, ethnicity, sexual orientation, religion or gender.

### **WHAT YOU SHOULD DO:**

- \* Don't ignore it. Harassment does not usually "go away."
- \* Though it may be hard to do, tell your harasser to stop. You might write a letter that describes the behavior in detail. Keep a copy for yourself and have a supportive adult deliver the letter to the harasser.
- \* Don't blame yourself and don't feel helpless, trapped or confused.
- \* Seek help from someone you trust.
- \* Keep a written record of every incident.

**PVCS has a *Uniform Complaint Procedure* that will be followed in cases of alleged harassment or discrimination. Please contact the Director or a Supervisory Teacher for assistance.**

## **COMPLIANCE INFORMATION**

The staff at PVCS will work with parents and students to facilitate success in this educational alternative. Pacific View Charter School has specific policies concerning student suspensions and expulsions as outlined in the Master Agreement. However, you may be asked to voluntarily terminate your enrollment for the following reasons:

- 1) Although many people try home-based education, not all are successful. Many people feel they are not doing a good job initially; however, they usually catch on in a few months. The Supervisory Teacher will assist parents and allow time for them to adjust to their new role. If, after a reasonable time, the Supervisory Teacher does not see success, he/she will recommend another educational option.
- 2) Student is unhappy/unsuccessful in this educational environment. Although this condition can often be improved by working closely with a Supervisory Teacher, the initial excitement of home schooling sometimes disappears completely for a child who is lonely, works better with groups than as an individual, or cannot accept a parent as a teacher. This is more likely to occur with a child who has been happy in a traditional classroom.
- 3) Parents may not have the necessary time to spend supervising and teaching their students one-on-one.

### **Withdrawing your student:**

If your student disenrolls, please contact your Supervisory Teacher to set up an appointment to return all books, supplies, and materials. Grades will not be released until all materials have been returned or paid for by the parent.

## **HELPFUL HINTS FOR GETTING STARTED**

1. Read and familiarize yourself with the Parent / Student Handbook.
2. Read your monthly newsletter and browse the PVCS website ([www.pacificview.org](http://www.pacificview.org)).
3. Stay in contact with your Supervisory Teacher.
4. Questions are important. Keep a log of questions and information that need to be discussed at each conference.
5. Write down scheduled appointments in a personal calendar and have an up-to-date family calendar to help keep everyone organized.
6. Set up your student's work area. Decide if it will be at the kitchen table, in the bedroom, or in a "special classroom." Find an appropriate, permanent work area for you and your student. A quiet place away from distractions is most effective for learning. Make sure that you allow room for storing books, pens, pencils, paper, etc.
7. Be organized! This is a modeled behavior that your student will learn to copy.
8. Have school materials organized by developing a filing system. Use a file box with subject dividers or a three-ring binder with subject dividers. These are very effective for keeping work organized. When work is completed, put it together with the weekly lesson plan to be turned into your supervisory teacher.
9. Devise a record keeping system for tracking student progress.
10. Establish reasonable daily and long-term goals and objectives for your student. Growth and development rates vary from child to child. Avoid comparisons. Be positive and encouraging.
11. Be consistent! Consistency in your daily schedule is a major factor for success.
12. READ, READ, READ!
13. When enrolling in workshops, field trips, or the YMCA, please keep in mind that these classes and activities have limited space. If you plan on participating, please sign up as instructed when a class is announced. Please call if you or your student is unable to attend.
14. Communication is important. Talk **with** your student, not **at** him or her. Praise your student when he/she has tried hard or attempted to "stretch" educationally. Nothing encourages students more than praise from their parents and teachers.
15. Make sure your student keeps consistent sleeping and eating habits to maximize optimum learning.
16. Stress the significance of getting and maintaining a good education. Look for opportunities to connect school to everyday life.
17. Ten of the most important teaching tips are: SINCERITY, CONSISTENCY, HONESTY, TRUST, HUMOR, RESPECT, GENTLENESS, KINDNESS, ENCOURAGEMENT, AND CONFIDENCE.





# **PACIFIC VIEW CHARTER SCHOOL**

## **PROFILE OF A SUCCESSFUL STUDENT**

**THE UNDERLYING REASONS FOR STUDENT SUCCESS ARE STRONG PARENTAL INVOLVEMENT, SUPPORT, AND REINFORCEMENT OF THE VALUE OF EDUCATION.**

### **A SUCCESSFUL STUDENT:**

- UNDERSTANDS THAT STUDENT, PARENT AND TEACHER FORM A COLLABORATIVE TEAM**
- ENGAGES ACTIVELY IN THE LEARNING PROCESS**
- PRIORITIZES TASKS AND MANAGES TIME EFFICIENTLY**
- DEVELOPS GOOD WORK ETHICS**
- DEMONSTRATES ABILITY TO WORK INDEPENDENTLY**
- APPLIES STUDY SKILLS TO IMPROVE LEARNING**
- COMMUNICATES THOUGHTS AND IDEAS CLEARLY**
- PRODUCES QUALITY WORK**
- DEVELOPS CRITICAL THINKING SKILLS**
- UTILIZES TECHNOLOGY IN EFFICIENT WAYS**
- ACCESSES NECESSARY RESEARCH RESOURCES AND TOOLS**
- MEETS GOALS AND OBJECTIVES OF COURSEWORK**
- EXHIBITS PROFICIENCY IN CONTENT AREAS IN MULTIPLE WAYS**
- DEMONSTRATES ACTIVE CITIZENSHIP BY GIVING BACK TO THE COMMUNITY**
- POSSESSES POST HIGH SCHOOL VISION/GOALS IN TERMS OF CAREER ASPIRATIONS AND LIFE'S DESIRES**
- ACCEPTS RESPONSIBILITY FOR ACTIONS**

## Menu of Services (6/16/10)

<b>Assessment Services:</b>	<b>Educational (Life Skills) Component</b>
<p><b>School Services:</b></p> <ul style="list-style-type: none"> <li>- Resource Specialist</li> <li>- Special Education Support: Speech Therapist, OT, &amp; School Psychologist</li> </ul> <p><b>Outside Assessments:</b></p> <ul style="list-style-type: none"> <li>- Community Assessment Team (CAT) – Lifeline</li> <li>- MCC Adult Ed</li> <li>- County of San Diego – Children’s Services (CPS)</li> </ul>	<ul style="list-style-type: none"> <li>- Personalized Learning Model</li> <li>- Math Tutoring</li> <li>- Key Curriculum Math Books</li> <li>- Books on Tape</li> <li>- Read Naturally</li> <li>- AGS Curriculum</li> <li>- One-on-One Tutoring</li> <li>- Peer Tutoring</li> <li>- CAHSEE Prep. Classes</li> <li>- English Lang. Classes @ MCC*</li> <li>- Study Island</li> <li>- RTL Insight/Support Group</li> <li>- Naviance (Career/College Readiness)</li> <li>- Atomic Learning (21<sup>st</sup> Century Skills)</li> <li>- Career Development Courses</li> </ul>
<b>Integrated Support Services:</b>	<b>Positive Peer Involvement Activities:</b>
<ul style="list-style-type: none"> <li>- Formal Intervention (IEP)</li> <li>- Student Success Team (SST)</li> <li>- 504 Accommodation Plan</li> <li>- Healthy Families</li> <li>- Lifeline</li> <li>- OPD Gang Intervention</li> <li>- Resource Specialist</li> <li>- Special Education Support: Speech Therapist, OT, &amp; School Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>- RTL – High School (Insight/Support Group)</li> <li>- RTL – Middle School M.U.S.C.L.E.</li> <li>- Community Service Opportunities</li> <li>- Fieldtrips/Workshops</li> <li>- Visits to Community College/Job Corps</li> <li>- Classroom Component</li> <li>- Science Fair</li> <li>- Carnival</li> <li>- Cans for Critters</li> <li>- Food/Shoe Drive</li> </ul>

\*<http://www.miracosta.edu/Instruction/CommunityEducation/ESL/eslterms.htm>

## **Suggested K-2<sup>nd</sup> Daily Home Schedule**

7:00- 8:00 am	Wake up, do morning chores, get dressed & eat a good breakfast
8:00-8:15	Opening * Songs, poems, calendar, problem-of-the-day, review of yesterday, discuss the day's activities
8:15- 9:15	Phonics, Spelling, and Handwriting
9:15- 9:30	Recess & healthy snack
9:30- 10:15	Mathematics
10:15- 10:30	Playtime
10:30- 11:30	Literature & Language Arts
11:30- 12:15	Lunch Break
12:15- 12:30	S.S.R. (Sustained Silent Reading)
12:15- 1:00	Social Studies/Science (may not be taught every day)

\*\*Review and prep. for tomorrow's lessons

This is **ONLY** a suggested schedule that you can modify to fit your needs; subjects can be integrated if appropriate. Your student may **need more or less time** for various subjects. Frequent breaks are important in addition to a mid morning protein snack for ensuring better concentration and sustained energy levels. NOTE: Kindergarten may take less time.

\*\*\*Add **FUN** to your day by including:

Arts and Crafts

Music Appreciation/Music Lessons

Cooking

Physical Education

Other enriching activities (K-2<sup>nd</sup> Classroom on Tuesdays, field trips, etc.)

## **Suggested 3-5<sup>th</sup> Daily Home Schedule**

7:00- 8:00 am	Wake up, do morning chores, get dressed & eat a good breakfast
8:00- 10:00	Literature & Language Arts
10:00- 10:15	Break
10:15-11:15	Mathematics
11:15-11:30	S.S.R. (Sustained Silent Reading)
11:30- 12:15	Lunch Break
12:15-1:15	Science/Social Studies (may not be taught every day)

\*\*Review and prep. for tomorrow's lessons

This is **ONLY** a suggested schedule that you can modify to fit your needs; subjects can be integrated if appropriate. Your student may **need more or less time** for various subjects. Frequent breaks are important in addition to a mid morning protein snack for ensuring better concentration and sustained energy levels.

\*\*\*Add **FUN** to your day by including:

Arts and Crafts

Music Appreciation/Music Lessons

Cooking

Physical Education

Other enriching activities (3-5<sup>th</sup> Classroom on Thursdays, field trips, etc.)

## **Suggested 6-8<sup>th</sup> Daily Home Schedule**

7:00- 8:00 am	Wake up, do morning chores, get dressed & eat a good breakfast
8:00- 10:00	Literature & Language Arts
10:00 – 10:45	Social Studies
10:45- 11:00	Break
11:00- 11:45	Science
11:45- 12:30	Lunch Break
12:30- 1:00	S.S.R. (Sustained Silent Reading)
1:00- 2:00	Mathematics

\*\*Review and prep. for tomorrow's lessons

This is **ONLY** a suggested schedule that you can modify to fit your needs; subjects can be integrated if appropriate. Your student may **need more or less time** for various subjects. Frequent breaks are important in addition to a mid morning protein snack for ensuring better concentration and sustained energy levels.

\*\*\*Add **FUN** to your day by including:  
Arts and Crafts

Music Appreciation/Music Lessons

Cooking

Physical Education

Other enriching activities (6-7<sup>th</sup> Classroom on Mondays,  
8<sup>th</sup> Classroom on Tuesdays & Thursdays, field trips, etc.)

**Grade K-2, 3-5, 6-7, & 8 Classroom Schedules, 2010-11** (6-30-10)

**K-2<sup>nd</sup> Tuesdays, 8:30-12:00**

**Fall: August 31-November 16**

**(NO CLASS November 23: Thanksgiving Break)**

**Winter: November 30-February 22**

**(NO CLASS December 21 & 28: Winter Break)**

**Spring: March 1-May 17**

**(NO CLASS April 5: Spring Break; or April 19 & 26: STAR testing)**

**3-5<sup>th</sup> Thursdays, 8:30-12:00**

**Fall: September 2-November 18**

**(NO CLASS November 11: Veterans' Day; or Nov. 25: Thanksgiving Break)**

**Winter: December 2-February 24**

**(NO CLASS December 23 & 30: Winter Break)**

**Spring: March 3-May 19**

**(NO CLASS April 7: Spring Break; or April 21 & 28: STAR testing)**

**6<sup>th</sup>-7<sup>th</sup> Mondays, 8:30-12:00** (Middle School Muscle, 12:00-1:00)

**Fall: August 30-November 15**

**(NO CLASS September 6: Labor Day; or November 22: Thanksgiving Break)**

**Winter: November 29-February 21**

**(NO CLASS December 20 & 27: Winter Break; or January 17: MLK Holiday; or February 21: Presidents' Holiday)**

**Spring: February 28-May 16**

**(NO CLASS April 4: Spring Break; or April 18 & 25: STAR testing)**

**8<sup>th</sup> Tuesdays & Thursdays, 12:30-3:30**

**(Middle School Muscle, Thursdays, 11:30-12:30)**

**Fall: August 31-November 18**

**(NO CLASS Nov. 11: Veterans' Day; or Nov. 23 & 25: Thanksgiving Break)**

**Winter: November 30-February 24**

**(NO CLASS December 21, 23, 28, & 30: Winter Break)**

**Spring: March 1-May 19**

**(NO CLASS April 5 & 7: Spring Break; or April 19, 21, 26 & 28: STAR testing)**

# **Pacific View Charter School**

## **Student Policies**

### **TABLE OF CONTENTS**

- Student Policy #1: Admissions and Enrollment
- Student Policy #2: Attendance Policy
- Student Policy #3: Student Complaints
- Student Policy #4: Student Dress Code
- Student Policy #5: Educational Records and Student Information
- Student Policy #6: Pupil Suspension and Expulsion Policy and Procedure
- Student Policy #7: Health Examinations and Immunizations
- Student Policy #8: Freedom of Expression
- Student Policy #9: Policy Against Plagiarism
- Student Policy #10: Internet Use Policy and Agreement
- Student Policy #11: Sexual Harassment
- Student Policy #12: Student Organizations and Clubs
- Student Policy #13: Activities of Military Recruiters on Campus
- Student Policy #14: Special Education
- Student Policy #15: 504/SST's

## **Student Policy #1**

### **ADMISSIONS AND ENROLLMENT**

The goal of this admission's policy is to attract, enroll, and retain at our school the broadest spectrum of students and families representative of the rich diversity existing in the County. The School will be nonsectarian in its programs, admission policies, employment practices, and all other operations; the charter program will not charge tuition and the school will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender or disability.

Our school is open to any student in the state and "if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing." Preference shall be extended to pupils currently attending the charter school and the following preferences, which are listed below in order of priority:

- Relatives of the school's founding families (not to exceed 10% of the school's total population)
- Students residing within the boundaries of the sponsoring District. If enrollment was based on the preferential treatment received due to in-district residence, the student must continue to reside in the district in order to remain enrolled.
- Siblings of students currently enrolled in the school
- Relatives of staff and governing board members (not to exceed 10% of the total student population)
- Students identified as Economically Disadvantaged

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following pre-admission procedures will be enforced. Failure to comply with any of these procedures will result in denial of admission. An admitted student will be removed from the school if failure to comply with these procedures is discovered after admission has been granted.

- Parents and students shall attend an Information Meeting.
- Registration forms shall be completed and returned to the school at the registration appointment.
- The Parent Involvement Agreement shall be signed and returned with the registration forms.
- Registration shall include authorization for the school to request and receive student records from schools the student has attended or is currently attending.
- Registration shall include full disclosure by the parents, current teacher and current school of any specific needs of the child.
- A copy of any existing Student Success Team (SST) (504) evaluations and recommendations for the student shall be provided.

- Prior to registration a copy of the existing Individualized Education Program (IEP) for the student shall be provided.
- Required procedures for the transfer between SELPAs shall be followed.
- Based on the information received, the school shall determine the appropriate placement for the child within the school. Parents will be notified of this determination.

### **Enrollment Process and Guidelines**

The enrollment process will begin immediately upon obtaining Charter Status. There is open enrollment, which is advertised within the school community so that all interested students may have an equal opportunity to apply for admission. If deadlines for accepting registration forms apply, they will be clearly stated.

**This process is as follows:**

- Determine the size of the teacher's caseload.
- Design attractive program informational materials.
- Plan for one or more Information Meetings (attendance is mandatory for admissions).
- Issue press releases and utilize other communication strategies.
- Actively recruit students throughout the community.
- Host Information Meetings and record attendance.
- Complete all pre-admission procedures.
- Determine the number of returning students at each level.
- Determine the number of new students at each level.

**Priority placement given as follows:**

1. Currently enrolled students
2. Founding families' relatives (not to exceed 10% of school population)
3. Siblings of currently enrolled students who currently reside in the District
4. Relatives of staff and governing board members who reside within the District (not to exceed 10% of school population)
  
5. Children on the wait list, who reside within the District
6. Children who completed the pre-admissions procedures on time, who reside within the District
7. Siblings of currently enrolled students, who do not reside within the District
8. Relatives of staff and governing board members, who do not reside within the District
9. Children on the wait list who do not reside within the District
10. Children who completed the pre-admission procedures on time, who do not reside within the District
  - Notification of acceptance/rejection sent to families
  - Non-accepted families will be placed at the bottom of the wait list in the order they are drawn from the lottery. Children who complete the application process after the published deadline will be added to the next lottery pool if a wait list already exists.

A wait list is maintained from year to year. Once on the wait list, a family would remain in that position until they were offered a spot in the school or until they expressed no further interest. During enrollment, volunteers and paid employees return calls and answer questions from prospective families. If families from the wait list are offered a position, they must accept that position within three business days or they may decline and may be removed from the wait list or placed at the bottom of the wait list if they desire.

The body of educational research shows a compelling correlation between parent participation in a school and their child's academic success. Therefore, upon acceptance into the School, the student's family will be required to sign a parent involvement agreement, which requires the parents to donate (to be determined) hours/year of service to the school. A fair policy will be developed that states the many ways families or their representatives can satisfy this requirement. No student will be disenrolled from our program if his/her parents/guardians fail to satisfy the required hours of the parent involvement agreement.

**Adopted: 12-07-04 Amended:**

## **Student Policy #2**

### **ATTENDANCE**

#### **Non-Classroom Based Programs**

All attendance for non-classroom based programs shall be in accordance with current law and regulations.

**Adopted: 12-07-04    Amended:**

## **Student Policy #3**

### **STUDENT COMPLAINTS**

#### **Notification**

Students who wish to file a complaint against personnel, another student or a program may notify their teacher or the Director.

#### **Procedures**

Depending upon the nature of a complaint the pupil will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, administration will undertake a responsible inquiry into the pupil's complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the pupil's complaint will be obtained from the student.

#### **Confidentiality**

Complainants will be notified that information obtained from the pupil and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

#### **Non-Retaliation**

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

#### **Resolution**

The administration will timely investigate student complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

**Adopted: 12-07-04 Amended:**

## **Student Policy #4**

### **STUDENT DRESS CODE**

#### **Board Philosophy**

The Board recognizes the need for students of the School to dress appropriately for school.

#### **General Guidelines**

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Appropriate apparel includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. The Board is committed to protecting the health, safety, and welfare of the students and the Board believes that appropriate dress and grooming contribute to a productive learning environment.

#### **Review Process**

The Board recommends that any dress code should be reviewed, preferably by a committee of students, faculty, parents and administrators, prior to presenting it to the Board for approval.

#### **Sun Protective Clothes**

The code must allow students to wear sun protective clothing, including hats when outside.

#### **Prohibited Conduct and Sanctions**

Students who repeatedly violate the School Dress Code may be subject to discipline, including suspension and expulsion from School.

**Adopted: 12-07-04 Amended: 07-05-05**

## **Student Policy #5**

### **EDUCATIONAL RECORDS AND STUDENT INFORMATION**

The Family Educational Rights and Privacy Act (“FERPA”) provide that a parent has the right to inspect and confirm the accuracy of education records relating to his or her child. FERPA also restricts the access of outside parties to educational records.

FERPA applies to all public schools and any state or local education agency that receives Federal education funds. Compliance with FERPA is necessary if schools are to continue to be eligible to receive Federal education funds.

#### **Policies/Annual Notification**

FERPA requires that schools and local education agencies have written and accessible policies stating which educational records will be protected and which educational records may be released and the circumstances under which those records will be released. Each year schools must give parents public notice of the types of information designated as directory information. By a specified time after parents are notified of their review rights, parents may ask to remove all or part of the information on their child that they do not wish to be available to the public without their consent. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (e.g., special letter, inclusion in a PAC bulletin, student handbook, or newspaper article) is left to the discretion of each school. This written policy serves as the LCCS written policy.

#### **Withholding of Transcripts, Grades, and Diplomas**

Pacific View Charter School may withhold transcripts, grades and diplomas where a student has willfully cut, defaced or otherwise destroyed property or has failed to return property, such as textbooks, loaned to the student. Pacific View Charter School will make a demand upon the student and shall afford the student an opportunity to be heard before withholding transcripts, grades, or diplomas.

#### **Educational Record Defined**

An educational record is any written or computerized document, file, entry, or record regarding a student that is compiled by a school or local educational agency. Such information includes but is not limited to:

- a. Date and place of birth: parent and/or guardian’s address, and where the parties may be contacted for emergency purposes.
- b. Grades, test scores, courses taken, academic specializations and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records;
- f. Attendance records and records of past schools attendance;
- g. Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student.

### **Directory Information Defined**

Part of the education record, known as directory information, includes personal information about a student that can be made public, provided that a school has stated its policy regarding directory information in its FERPA policy. Directory information may include a student's name, address, and telephone number, and other information typically found in school yearbooks or athletic programs. Other examples are names and pictures of participants in various extracurricular activities or recipients of awards, pictures of students, and height and weight of athletes. Release of directory information is allowed as outlined below.

### **Parental and Legal Guardian Rights**

A parent and/or legal guardian have the right to inspect and review his or her child's education records. If upon review, a parent or legal guardian discovers any information or notation that is factually inaccurate, he or she may request the school to amend the record. The school must respond to this request in a reasonably prompt time period. This right does not include grades or educational decisions made by school personnel.

#### **a. Request for Amendment of Education Record**

Any request for an amendment to an education record must be made in writing and submitted within thirty (30) days of the discovery of the error. A request to amend any education record does not confer upon a parent or legal guardian a right to have any amendment made. The school shall respond within ten (10) days of the receipt of the request to amend. The school's response must be in writing and if the request for amendment is denied, the school must set forth the reason for the denial. The school must note any objection to an adverse decision upon the record if so requested by the parent or legal guardian.

#### **b. Copies**

The school is not obligated to provide copies of any information unless providing copies is the only means of access. The school may charge reasonable fees for copies it provides to parents.

### **Disclosure of Education Records and Directory Information**

Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. With the exceptions listed below, Pacific View Charter School will not release educational records to any person or entity outside the school without the written consent of a parent or eligible student. However, FERPA allows schools to disclose records, without consent, to the following parties:

a. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;

b. Other schools to which a student is transferring;

- c. Certain government officials listed in 34 C.F.R. Part 99 in order to carry out lawful functions;
- d. Appropriate parties in connection with financial aid to a student;
- e. Organizations conducting certain studies for the school;
- f. Accrediting organizations;
- g. Individuals who have obtained lawful court orders or subpoenas;
- h. Persons who need to know in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to a specific State law.

Although the charter school may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance, it is the policy of the school that it will not release any directory information unless authorized by written consent of the parent or guardian.

#### **Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by LCCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

**Adopted: 12-07-04 Amended: 05-03-05**

## **Student Policy #6**

### **PUPIL SUSPENSION AND EXPULSION**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

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, 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 Director 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 Administrative Procedures are available on request at the Director's office.

Suspended or expelled student 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 School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("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 regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

#### **Administrative Procedures For Pupil Suspension and Expulsion**

##### **A. Definitions (as used in this policy)**

1. "Board" means governing body of the Charter School.
2. "Expulsion" means disenrollment from the Charter School.

3. "School day" means a day upon which the Charter School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
  - a. Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
  - b. Referral to a certificated employee designated by the Director to advise pupils.
  - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Director or designee.
5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
6. "School" means the Charter School.

### **B. 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 the School or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

### **C. Enumerated Offenses**

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certified school employee, with the Director/Administrator or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in the Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel inside the facility.
  9. Committed an obscene act or engaged in habitual profanity or vulgarity.
  10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
  11. 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.
  12. Knowingly received stolen school property or private property.
  13. 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.
  14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.3.
  15. 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.
  16. Made terrorist threats against school officials and/or school property.
  17. Committed sexual harassment.
  18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
  19. 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.
- The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.
- Alternatives to suspension or expulsion will be first attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

#### **D. Suspension Procedure**

Suspensions shall be initiated according to the following procedures.

##### **1) Informal Conference**

Suspension shall be preceded, if possible, by an informal conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Director.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended with this conference, both the parent/guardian and student shall be notified

of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2) Notice to Parents/Guardians

At the time of the suspension, a School employee 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. 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 school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian responds 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 Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director upon either of the following determinations: 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.

### **E. Authority to Expel**

A student may be expelled either by the Board 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 Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### **F. 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) days after the Director or designee determine that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President or the chair of the Administrative Panel. In the event a 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 unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the School's disciplinary rules, which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
- 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.

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. 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 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.

### **I. Written Notice to Expel**

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

- 1) Notice of the specific offense committed by the student.
- 2) Notice of the right to appeal the expulsion to the District Board of Education. If either Board will not hear such appeals, the Charter School will establish a new panel of retired or current school administrators or teachers who are not related to the Charter School; to hear expulsion appeals but who will follow the expulsion appeal procedures outlined in Education Code Sections 48921-48924.
- 3) Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school.

The director or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student.

### **J. Disciplinary Records**

The school shall maintain records of all student suspension and expulsion at the School. Such records shall be made available for the Chartering Agency's review upon request.

### **K. Expelled Pupils/Alternative Education**

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

### **L. Rehabilitation Plans**

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School 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 Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

**Adopted: 12-07-04 Amended:**

## **Student Policy #7**

### **HEALTH EXAMINATIONS AND IMMUNIZATIONS**

#### Health Examinations

The Governing board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the school program are necessary.

In addition to verifying that students have complied with legal requirements for health examinations and immunizations before enrolling in the School, the School shall administer tests for vision, hearing and scoliosis as required by law.

The Director, or designee, shall ensure that staff employed to examine students exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with law.

Reports to the Board regarding the number of student found to have physical problems and the effort made to correct them shall in no way reveal the identity of students.

#### Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to encourage immunization of all district students against preventable diseases.

Students entering the School shall present an immunization record, which shows at least the month and year of each immunization the student has received, in accordance with law. Students shall be excluded from School or exempted from immunization requirements only as allowed by law.

Each student shall present his/her immunization record certifying that he/she has received all required immunizations currently due before he/she is admitted to the School.

**Adopted: 12-07-04 Amended:**

## **Student Policy #8**

### **FREEDOM OF EXPRESSION**

Students attending the School have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, and wearing buttons, badges and other insignia. The Board of Trustees (“Board”) respects students’ rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing in accordance to Pacific View Charter School Dress Code, and the printed materials they choose to post or distribute. Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

**Adopted: 12-07-04 Amended:**

## **Student Policy #9**

### **POLICY AGAINST PLAGIARISM**

#### **Academic Honesty**

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development.

The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty.

Students found to have committed an act of academic dishonesty shall be subject to discipline, up to and including suspension or expulsion from School.

The Director, or designee, may establish a committee comprised of students, parents/guardians, staff, administrators, and member of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty.

**Adopted: 12-07-04 Amended:**

## **Student Policy #10**

### **INTERNET USE POLICY AND AGREEMENT**

#### **Introduction**

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. The Charter School provides students with Internet access and email accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, the Charter School believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

The Charter School has promulgated and adopted the Student Computer Use Policy and Agreement (“Policy”) to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of the Charter School. This agreement sets forth student responsibilities and duties when accessing and using the Internet through Charter School equipment and resource network and when using email accounts maintained by the Charter School. The Charter School has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with Charter School equipment and resource networks. The Charter School stresses that an inappropriate use does not always mean that the use is in itself “bad” or illegal, but only that the use does not further the educational goals and purposes of the Charter School.

Students are reminded that their use of Charter School equipment and resource networks reflect upon the Charter School, and Students should guide their activities accordingly. Further, students acknowledge there is no right to privacy in their internet or email access through the Charter School.

#### **Student Responsibilities**

1. **Use Limited to an Educational Purpose.** The student acknowledges that access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use Charter School equipment and resource networks only in a manner specified in the policy.

a. Educational Purpose

“Educational purpose” means classroom activities; research in matters of civic importance or that further citizenship in a democratic society, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

b. Inappropriate Use

An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of Charter School policy.

2. Plagiarism. Researching information and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the work as the student’s original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

3. Copyright. Student agrees that he or she will Charter School equipment or resource networks or Charter School email accounts in the following manner:

a. Student will not post on newsgroups or other message posing systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.

b. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.

c. Student will not make threats against others.

d. Student will not reveal personal information about others.

e. Student will not use email to send chain letters or “spam” email to a list of people or to an individual.

f. Student will not place illegal information on the Internet, nor will student use the Internet in any way that violated federal, state or local law.

g. All communications will be polite and respectful of others.

h. Student will not give out to any other Internet user or post on the Internet his or her name, address, or telephone number unless expressly authorized by the Charter School in writing.

4. Illegal and Dangerous Activities. Student shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to information that if acted upon could cause damage, present a danger, or cause a disruption to the Charter School, other students, or the community.

5. Obscene Materials. Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access obscene materials or images. Obscene materials include, but are not limited to; materials that

offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

6. Privacy. Student acknowledges that computer equipment, Internet access networks, and email accounts are owned by the Charter School, and provided to students for educational purposes. The Charter School reserves the right to access stored computer records to assure compliance with this Policy. Student is aware that communication over Charter School owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

a. Routine system maintenance

b. General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use.

c. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

7. Commercial Activities. Student agrees that student will not use the Internet to buy or sell or attempt to buy or sell any service or product unless authorized by the Charter School in writing.

8. Information About Other. Student agrees that he or she will not make any statement or post any communication on the Internet about another person that he or she knows or suspect to be untrue.

9. Violation of Policy. The Student acknowledges that violation of this Policy can result in a loss of all Internet access and email privileges. If Student violates this Policy, or in any other way uses Charter School equipment in a manner that is not consistent with educational use, the Student will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why the Charter School should deem the activity in question a use consistent with educational purposes stated in this Policy. If the Charter School deems that the use is inconsistent with the educational purposes stated in this Policy, the Charter School may terminate the Student's Internet and email privileges. However, because one of the educational purposes in providing Internet access it to teach students to use the internet appropriately, The Charter School reserves the right to fashion penalties to specific concerns or specific violations, and Student acknowledges that he or she may receive penalties less than full termination of Internet or email privileges. Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and email.

Student also acknowledges that the Charter School will contact the proper legal authorities if the Charter School concludes or suspects that the Student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

**ACKNOWLEDGEMENT OF THE TERMS OF THE CHARTER SCHOOL'S  
INTERNET USE POLICY**

I, \_\_\_\_\_ , parent or guardian of \_\_\_\_\_ have read and understand the Student Internet Use Policy and Agreement and agree to the terms and conditions that are set out in the Policy.

\_\_\_\_\_  
Parent Signature

I, \_\_\_\_\_ , have read and understand the Student Internet Use Policy and Agreement and agree to the terms and conditions that are set out in the Policy.

\_\_\_\_\_  
Student's Signature

**Adopted: 12-07-04 Amended: 06-07-05**

## **Student Policy #11**

### **SEXUAL HARASSMENT**

Sexual harassment of or by any student or member of the School staff shall not be tolerated. The Governing Board considers sexual harassment to be a major offense, which may result in disciplinary action, including expulsion, of the offending student or immediate termination of any faculty.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual's access to education. Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School. Copies of this policy, implementing administrative regulations containing rules and procedures for reporting charges of sexual harassment and for pursuing available remedies shall be available at the School's Administrative Office.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher or the School's Administration. The Investigator will immediately investigate all such incidents in a confidential manner.

This student policy is in addition to and supplements any Pacific View Charter School's administrative policy on sexual harassment.

**Adopted: 12-07-04 Amended: 06-07-05**

## **Student Policy #12**

### **STUDENT ORGANIZATIONS AND CLUBS**

#### **Board Philosophy**

The Board recognizes the importance of allowing students to organize and participate in student organizations and clubs for purposes and activities that will forward the betterment of the school and its community.

#### **Student Government**

If appropriate, the School may establish a student government so long as a faculty member will supervise such activities and ensure compliance with Board requirements and other applicable lawful regulations. The director or designee may establish a fair process for the nomination and election of officer for President, Vice President, Secretary and Treasurer. There shall be a minimum of one class representative to be selected by procedures to be developed at the discretion of the faculty of the participating classes. Meetings shall be held in a manner and at times deemed necessary by the student government. The body shall utilize Robert's Rules of Order. However, the body shall generally determine all other rules for its operation and activities consistent with the established rules of the School and the Board.

#### **Student Organizations**

In addition to a student government body, students may establish organizations or clubs so long as the governing board consistent with this policy and, any other applicable requirements obtains approval.

#### **Approval**

The student organization's constitution and by-laws may be prepared through the cooperative work of the students and faculty. A copy of the constitution and by-laws must be submitted to the Director for initial review to ensure consistency with Board requirements. Once this determination is made, the constitution and by-laws shall be placed on the Board's agenda for review and approval.

In reviewing such proposals, the Board shall respect all pupil constitutional and statutory rights. The funds of every student organization shall be deposited, expended and accounted for in accordance with a written procedure developed by the student government, with the assistance of the Director of the School.

#### **Fundraising**

All funds raised by any student organization shall be supervised under the name of the School. The School shall also be responsible to periodically audit the funds of the organization. All fundraising must receive prior approval of the Director and in cases when deemed necessary by the Director, Board approval will be required.

#### **Use of School Facilities**

The use of school facilities by student organizations will be subject to reasonable rules established by the Board. Students interested in initiating a meeting on school premises shall submit a request in writing to the school Director. The request should state the name of the meeting, the number of persons expected to

attend, the time requested, and the length of time for the meeting. The Director or designee shall review the written application and determine, which, if any room is available to accommodate the request. Requests for use shall be presented to the Director seven school days in advance of the date requested for use. The Director shall assign a teacher, administrator or other employee to a meeting for “custodial” purposes. The employee shall not participate in the meetings, sponsor the meeting or attempt to influence the form or content of the meeting.

The granting of use of school facilities does not mean the School sponsors or endorses the activities of any student group.

**Revocation of Privileges**

Student groups and individual students meeting on school property or otherwise at school sponsored event may have their privilege to meet revoked if they engage in conduct which is violative of this policy, disruptive to the educational process, damages school property, or violative of any law. Student organizations or their members shall not engage in any activity which, coerces pressures, embarrasses or unduly influences other students to participate in any meeting.

**Adopted: 12-07-04 Amended:**

## **Student Policy #13**

### **ACTIVITIES OF MILITARY RECRUITERS ON CAMPUS**

#### **Campus Access**

The Charter School shall provide military recruiters the same access to the Charter School's students as is provided generally to post-secondary educational institutions or to prospective employers.

#### **Military Recruiter Access to Student Directory Information**

The Charter School shall upon request provide to military recruiters the names, addresses, and telephone listings of the Charter School's secondary students unless a request is made by the student's parent or legal guardian that the information shall not be disclosed to a military recruiter. The request shall be made in writing. Upon receiving the written request, no information shall be disclosed to military recruiters.

Information released is for military recruiting purposes only and must not be disclosed to a third party. The request for information must be in writing on letterhead that clearly identifies the military recruiting organization. Military recruiters must be from one of the following military organizations:

Air Force Coast Guard

Air Force Reserve Coast Guard Reserve

Air Force National Guard Navy

Air Force ROTC Navy Reserve

Army Navy ROTC

Army Reserve Marine Corps

Army National Guard Marine Corps Reserve

Army ROTC

#### **Procedures**

All requests for information will be processed centrally. Military recruiters are to submit their requests to the Custodian of Records. Military recruiters are required to submit their request in writing, on letterhead that clearly identifies their military recruiting organization.

**Adopted: 12-07-04 Amended:**

## **Student Policy #14**

### **Special Education Policies and Procedures Introduction**

Pacific View Charter School is a public school within the Oceanside Unified School District which is a participating Local Educational Agency (“LEA”) of NCCSE.

**Adopted: 12-07-04 Amended:**

## **Student Policy #15**

### **PUPIL SERVICES – 504**

The parents or guardian shall be notified in writing of all Pacific View Charter School decisions concerning the identification, evaluation, and accommodations made for a student under this policy. The parents or guardian shall be notified that they may examine all student records maintained by Pacific View Charter School.

With respect to actions regarding the identification, evaluation, and accommodations for students under this policy, parents or guardian shall have the right to an impartial hearing (Section 504 Hearing) with opportunity for participation by the parents or guardian and their counsel in the notification of any Pacific View Charter School decision concerning identification, evaluation or accommodations in the school placement, the parents and guardian will be advised that:

The school has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate education services.

If the parent or guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing with an impartial hearing officer. If there are questions, please contact the 504 Coordinator.

#### **DISCIPLINE POLICY REGARDING STUDENTS ELIGIBLE UNDER SECTION 504**

Section 504 requires the school to provide prior notice and to conduct an evaluation prior to any significant change in placement. Since expulsion, long-term suspensions (more than 10 days), and a series of suspensions that exceed ten days are considered significant changes in placement, the school must reevaluate the student to determine whether the student's behavior was the result of the disability or the result of an inappropriate placement/accommodations. The 504 accommodation team at the school must make a determination as to whether the conduct is a manifestation of the student's disability. The 504 accommodation team shall include the parents or guardians of the student and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. The 504 accommodation team must have available to it information that competent professionals would require, such as psychological evaluation data related to behavior, and the relevant information must be recent enough to afford a current understanding of the child's disability and behavior.

No expulsion, long-term suspension of more than 10 days, or pattern of suspension is allowed if the behavior is determined to be caused by the disability or is the result of an inappropriate placement. In such cases, the accommodation team must continue the evaluation to determine whether to modify the student's current education placement.

If no relationship exists between disability and behavior, and the placement is deemed appropriate, the School may proceed with normal expulsion procedures.

The School must provide the parents or guardians of the student with prior notice of the manifestation evaluation, an opportunity to examine all relevant records prior to the accommodation team evaluation meeting, and written notice of the manifestation and placement termination. If dissatisfied with the result of the manifestation determination or placement, the parents or guardian may request a due process review hearing in the following manner:

1. A request for a Section 504 Hearing must be filed within the semester in which the action being appealed occurred.
2. The request shall be made in writing to the Pacific View Charter School Section 504 Coordinator and shall include:
  - a. Specific nature of the decision (s) made by the School of which the appellant disagrees;
  - b. The specific relief the appellant is seeking through the appeal procedures; and
  - c. Any other information the appellant believes will assist in understanding the appeal.
3. The hearing will be conducted in accordance with the "Procedural Safeguards: Hearing Procedures pursuant to Section 504 of the Rehabilitation Act". The decision of the impartial Hearing Officer may be appealed only to a court of competent jurisdiction. The parties shall abide by the decision of the Section 504 Hearing Officer unless appealed and stayed by the court.

If parents, students or any adult on behalf of students feel discrimination has occurred based upon physical or mental disability, but is not directly related to identification, evaluation, and/or accommodations for a student, they may file a discrimination complaint with the Office of Civil Rights, U.S. Department of Education.

**NONDISCRIMINATION POLICY** (Federal Regulation, Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973)

Pacific View Charter School is committed to equal opportunity for all individuals in education and in employment and does not discriminate on the basis of sex, ethnic group classification, ancestry, religion, age, handicap or physical or mental disability, or any other unlawful consideration.

Questions or concerns regarding these right or allegation of discrimination should be directed to the 504 Coordinators.

Section 504 is an Act, which prohibits discrimination against persons with disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or a physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such an impairment; or

3. is regarded as having such impairment.

In order to fulfill its obligation under Section 504, Pacific View Charter School recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs or practices in the school.

#### **IDENTIFICATION AND EDUCATION UNDER SECTION 504**

The Board of Trustees recognizes the need to identify and evaluate children with disabilities in order to provide them with a free, appropriate public education. Under Section 504 of the federal Rehabilitation Act of 1973, individuals with a physical or mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive services and aids designed to meet their needs as adequately as the needs of non-disabled students are met. The Director or designee shall establish screening and evaluation procedures to be used whenever there is reason to believe that a student has a disability that limits his/her ability to attend or function at school.

To evaluate the student's eligibility under Section 504, the Director or designee shall convene a Student Success Team of professionals knowledgeable about the student's individual needs and school history, the meaning of evaluation data, and accommodation options. The student's parent/guardian shall be invited to participate on this committee.

If the student is found to have a disability that requires services under Section 504, the school site committee shall develop a written accommodation plan for the student. Upon reviewing the nature of the disability and how it affects the student's education, the committee shall determine what modifications and/or special services and aids are needed. The student shall be educated with non-disabled students to the maximum extent appropriate to the student's individual needs.

The Student Success Team shall provide the parent/guardian with a written copy of the accommodation plan and notice of procedural safeguards guaranteed by law.

Legal Reference:

**EDUCATION CODE**

49423.5 Specialized physical health care services

**CODE OF REGULATION, TITLE 5**

3051.12 Health and Nursing Services

**UNITED STATES CODE, TITLE 20**

1232g Family Educational Right and Privacy Act of 1974

1400 et seq. Individuals with Disabilities Education Act

**UNITED STATES CODE, TITLE 29**

701 et seq. Rehabilitation Act of 1973

794 Rehabilitation Act of 1973, Section 504

**CODE OF FEDERAL REGULATIONS, TITLE 34**

104.1-104.61 Nondiscrimination on the basis of handicap, especially

104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973

### 104.3 Definitions

104.33 Free appropriate public education

104.35 Evaluation and placement

104.36

### Procedural safeguards

#### **Eligibility**

A disabled student eligible for services under Section 504 is one who (a) has a physical or mental impairment that substantially limits one or more major life activities, including learning, (b) has a record of such an impairment, or (c) is regarded as having such an impairment. (34 CFR 104.3)

Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Examples of students with such impairments include, but are not limited to:

1. Students with a normal ability to learn but who have a mobility impairment
2. Students with a normal ability to learn academically but who require occupational or physical therapy in order to function physically
3. Students with emotional disabilities manifested by behavior problems which result in exclusion from classes or school

Indications of a possible disability that significantly interferes with learning include, but are not limited to:

1. Medical conditions such as severe asthma or heart disease
2. Temporary medical condition due to illness or accident
3. Poor or failing grades over a lengthy period of time

#### **Referral and Identification Procedures**

1. Any student may be referred by a parent/guardian, teacher, other certificated school employee or community agency for consideration of eligibility as a disabled student under Section 504. This referral should be made to the 504 Coordinators.
2. The Student Success Team shall promptly consider the referral and determine whether an evaluation under this procedure is appropriate. This determination shall be based on a review of the student's school records (including academic, social and behavioral records) and the student's needs. Students requiring evaluation shall be referred to appropriate evaluation specialists.
3. If a request for evaluation is denied, the school site committee shall inform the parents/guardians of this decision and of their procedural rights as described below.

#### **Accommodation Plan**

1. When a student is identified as disabled within the meaning of Section 504, the Student Success Team shall determine what services are necessary to ensure that the student's individual education needs are met as adequately as the needs of non-disabled students.
2. In making this determination, the Student Success Team shall consider all significant factors relating to the learning process for the student, including

his/her adaptive behavior and cultural and language background. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the parent/guardian.

3. The parents/guardians shall be invited to participate in the Student Success Team meeting where services for the student will be determined and shall be given an opportunity to examine all relevant records.

4. The Student Success Team shall develop a written plan describing the disability and specifying the services needed by the student.

A copy of this plan shall be kept in the student's cumulative file. The student's teacher and any other staff who provide services to the student shall be informed of the services necessary for the student, to the extent that they need to be informed in order to provide for the student in the school setting.

5. If the Student Success Team determines that no services are necessary for the student, the record of the team's meeting shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.

6. The disabled student shall be placed in the regular educational environment unless the school demonstrates that a more restrictive placement is required in order to meet the student's needs. The disabled student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs.

7. The parents/guardians shall be notified in writing of the final decision concerning services to be provided, if any, and of the Section 504 procedural safeguards, including the right to an impartial hearing to challenge the decision.

8. The school shall complete the identification, evaluation and placement process within a reasonable time frame.

9. The student's plan shall include a schedule for periodic review of the student's needs and indicate that this review may occur sooner at the request of the parent/guardian or school staff.

#### Review of the Student's Progress

1. The Student Success Team shall monitor the progress of the disabled student and the effectiveness of the student's plan. The committee shall periodically determine whether the services are appropriate and necessary and whether the disabled student's needs are being met as adequately as the needs of non-disabled students.

2. A reevaluation of the students' needs will be conducted before any subsequent significant change in placement.

#### Procedural Safeguards

Parents/guardians shall be notified in writing of all school decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to: (34 CFR 104.36)

1. Examine relevant records

2. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel

3. Have a review procedure

Notifications shall also set forth the procedures for requesting a hearing, the name, address and telephone number of the person with whom the request should be made, and the fact that reimbursement for attorney's fees is available only as authorized by law.

The Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings.

If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may initiate the following procedures:

1. Within 30 days of receiving the student's accommodation plan, set forth in writing his/her disagreement and request that the Director and Student Success Team review the plan in an attempt to resolve the disagreement. This review shall be held within 14 days of receiving the parent/guardian's request, and the parent/guardian shall be invited to attend the meeting at which the review is conducted.

2. If disagreement continues, request in writing that the Director or designee review the plan. This review shall be held within 14 days of receiving the parent/guardian's request, and the parent/guardian shall be invited to meet with the Director or designee to discuss the review.

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

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

b. The specific relief the parent/guardian seeks

c. Any other information the parent/guardian believes pertinent

Within 20 days of receiving the parent/guardian's request, the Director or designee shall select an impartial hearing officer. These 20 days may be extended for good cause or by mutual agreement of the parties.

Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. These 45 days may be extended for good cause or by mutual agreement of the parties. The Director or designee shall represent the school at this hearing.

Any party to the hearing shall be afforded the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students who are qualified as disabled under Section 504

2. Present written and oral evidence

3. Question and cross-examine witnesses

4. Receive written findings by the hearing officer

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

**Adopted: 12-07-04 Amended:**

## **Student Policy #16**

### **PROMOTION/ACCELERATION/RETENTION**

The Governing Board of Pacific View Charter School expects 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 that are established by the governing board.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements mandated by the State.

#### **Acceleration:**

When high academic achievement is evident, the teacher may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student. A Student Success Team (SST) meeting will be held to review and recommend the student's acceleration prior to the Director's approval.

#### **Retention: Kindergarten**

Children five (5) years old or older who have completed one year of kindergarten shall be admitted to first grade regardless of age unless the parent/guardian and the teacher agree that the child be retained in kindergarten for not more than one additional school year.

Whenever a student is retained in kindergarten for an additional year, the Director or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall be retained in kindergarten for not more than one additional school year.

#### **Retention – First through Seventh Grade**

Students shall be considered for retention between grades 1-7.

Students shall be identified on the basis of assessment results, grades, and other indicators of academic achievement. As early as possible in the school year, and in the students' school career, the teacher shall identify students who should be retained, and those who are at risk of being retained.

When a student is recommended for retention, or is identified as being at risk for retention, an SST meeting will be held to review and recommend the student's retention prior to the Director's approval.

#### **Appeal to Site Administrator:**

A parent or guardian may appeal the retention decision to the school Director. The appeal shall be in writing and shall be made no later than ten (10) days after learning of the decision. The school Director or designee will then investigate the matter and render a decision in a timely manner. The investigation may include interviews of the student, the parent/guardian, any of the student's teachers, and anyone else who may provide information that would assist in rendering a decision.

**Appeal to Pacific View Charter School Board:**

If the parents or guardians are unhappy with the decision of the school Director, they may appeal the Director's decision to the Board. This appeal shall be in writing and submitted to the Board no later than ten (10) days after receipt of the Director's decision. The Board shall investigate the matter and render an opinion at their next regularly scheduled Board Meeting. The Board shall interview anyone he or she deems appropriate for rendering a decision. The decision of the Board shall be in writing and shall be final.

Throughout the appeal process, the burden shall be on the appealing party to show why the decision of the Director should be overruled.

**Retention: High School (Grades 9-12):**

Progress toward graduation shall be based on the student's ability to pass the assessments, subjects, and electives necessary to earn a minimum number of credits for graduation.

The school will endeavor to have all the students meet the State Assessment requirements.

**Adopted: February 21, 2006    Amended:**