



Pacific Charter Institute

2024 - 2025 PARENT / STUDENT HANDBOOK

PCI Non-Classroom Based Schools



MISSION STATEMENT

Pacific Charter Institute schools empower students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, creating responsible citizens, critical problem-solvers, and lifelong learners.



OUR VISION

Pacific Charter Institute is developing educated individuals in Northern California who will spread the wealth of knowledge worldwide in a meaningful way.



Pacific Charter Institute

Corporate Office:

Phone: 1-866-992-9033 • www.pacificcharters.org

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(A.) WELCOME

Dear Parents and Legal Guardians,

Welcome to Pacific Charter Institute—home of Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy, and New Pacific School. We are honored that you have chosen us to be a partner in your child's education. PCI has a long history of providing educational excellence to every student. Whether you choose the Independent Study or Homeschool model, our goal is for your student to succeed. To achieve success, each person must fulfill an important role in the academic triangle, which consists of the teacher, parent/guardian and student. Commitment from each person is critical. We ask only that the family support their child's effort to become and remain a life-long learner.

Our teaching staff is comprised of highly qualified credentialed teachers who have come to us with a vast amount of experience. It is their responsibility to provide high quality curriculum and teaching strategies to make sure your student can meet the rigorous academic standards set forth by the state of California. Our teachers will communicate with you regularly to ensure that your student is progressing towards these goals.

As the parent/guardian educator, your critical role is to make sure that your student is completing all tasks as assigned, attending teacher meetings, and mandatory school events such as NWEA MAP / mClass and CAASPP testing. We value your input and expertise and look forward to partnering with you.

Students who enroll in a Pacific Charter Institute school are 21st century learners who are looking for a unique learning model that serves their academic and social needs. Our students are focused and driven, with a strong desire to succeed. Students agree to attend teacher meetings and classes on time with work completed accurately. Students are responsible for their behavior and actions and are committed to daily learning.

We take bullying and harassment very seriously at every one of our PCI locations, and we adhere to all state of California laws and rules on this important subject. We want to partner with you, the parents and legal guardians of PCI students, in preventing all forms of bullying and making school a safe and healthy experience for all. We encourage you to talk about bullying and harassment with your children and the negative effects it can have on them and others with whom your children interact. Finally, we appreciate ideas or suggestions you may have, so please feel free to share yours with us.

Thank you for entrusting our schools with your children. We look forward to building a solid partnership with you and your student. Please do not hesitate to reach out to your child's teacher, principal or school director with any questions you may have throughout the school year. We look forward to exceeding your expectations and maximizing the academic pursuits of all our students.

Once again, thank you for choosing Pacific Charter Institute. I am available to you at any time by phone or by email.

Sincerely,

Dr. Paul Keefer

Paul Keefer, MBA, Ed.D.

Executive Director, Pacific Charter Institute paul.keeper@pacificcharters.org

(B.) HISTORY OF PACIFIC CHARTER INSTITUTE

In 2004, Sonja Cameron and Paul Keefer started a non-profit corporation called Pacific Charter Institute (“PCI”) or (“Charter School”). The goal of PCI included the development of charter schools in California. Currently, Pacific Charter Institute operates six charter schools serving 15 counties in Northern California.

Heritage Peak Charter School. After collaborating with the Rio Linda Union School District (RLUSD), Heritage Peak Charter School was approved by the RLUSD school board in February of 2005. RLUSD was a gracious host, offering Vineland Elementary in Rio Linda as our school location. We quickly grew by welcoming new teachers whom Mrs. Cameron and Dr. Keefer had worked with at a prior school.

Rio Valley Charter School. Pacific Charter Institute opened a learning center in Lodi, California serving students that required a different academic model. Rio Valley Charter School began in 2009 when it transitioned from a learning center for its PCI sister school, Heritage Peak Charter School, into its own statewide benefit charter school sponsored by Lodi Unified School District. Since that time, Rio Valley has successfully prepared a wide cross-section of students both socially and academically for graduation and beyond. In 2020, Rio Valley Charter School earned a six-year WASC Accreditation.

Valley View Charter Prep. Valley View Charter Prep was founded in 2014 on the principle that education works best when it is tailored to the individual student. Our goal is to work cooperatively with students, parents and the broader community to empower VVCP students’ learning. We leverage the flexibility of the independent study and home school model to develop each student’s greatest potential. By building upon the hard work and reputation of its parent organization, Pacific Charter Institute, VVCP is positioned to provide superior service to students throughout Contra Costa and Alameda counties. VVCP is a non-site-based school.

Sutter Peak Charter Academy. Sutter Peak Charter Academy, established in 2015, is the second newest school within Pacific Charter Institute’s family of schools. Creating a family-centered school community that fits the individual, academic and social needs of each student is of the highest priority. We provide rigorous studies to fit the individual needs of our students. Sutter Peak is a non-site-based school serving homeschool and independent study students. SPCA provides superior service to students throughout Butte, Colusa, Placer, Sutter, Yolo and Yuba counties.

New Pacific Charter. New Pacific Charter Roseville (NPSR), established in 2022, and New Pacific Charter Rancho Cordova (NPSRC), established in 2023, are the newest schools within Pacific Charter Institute’s family of schools. New Pacific Charters empower scholars to control their education – a role we call “Scholar-Leaders”. Our “Leader in Me” educational approach reinforces personal accountability and positive community interaction.

(C.) PACIFIC CHARTER INSTITUTE CORPORATE OFFICE CONTACT NUMBERS

Corporate Office Main Line:	(866) 992-9033
Business Department/Accounts Payable	Ext: 3020/3021
Assistant Director of Student Services / Counseling Dept.	Ext: 3060
Executive Director	Ext: 3000
Human Resources	Ext: 3004/3002
Information Technology	Ext: 3050/3052/3053
Registrar	Ext: 3051
Student Services Director	Ext: 3009
Special Education Department	Ext: 3009

(D.) HELPFUL HINTS FOR GETTING STARTED

- Read and familiarize yourself with the PCI Parent / Student Handbook
- Stay in contact with your teacher
- Questions are important! Keep a log of questions and information that need to be discussed at each teacher meeting
- Access the Parent Portal in PowerSchool to view your student's academic progress; each family will be issued a parent login into the portal. <https://pci.powerschool.com>

(E.) ANNUAL STUDENT INFORMATION PACKET (AIP)

The *Annual Information Packet (AIP)* is provided to all students, parents/guardians each school year.

(F.) LEARNING MODELS

Pacific Charter Institute offers four learning models (availability varies from school to school):

- **Homeschool:** Parent/Guardian is the home educator for the student and receives support from an assigned, qualified teacher. Parent/Guardian is involved with the curriculum choices for the student and makes weekly lesson plans. The teacher assists with aligning the chosen curriculum to the California Standards and assesses the student to ensure adequate progress is being made. Parent is confident and familiar with the home education process and takes primary responsibility for the educational program of their student.
- **Independent Study (off campus):** Students participate in weekly face-to-face meetings with an assigned, well-qualified teacher. They are provided with California standards-aligned curriculum, books and materials, pacing guides and assessments. Students should be able to work independently with the support of the teacher and parent. Student meets with teacher at an agreed upon location in the community (home, library, etc.) and does not attend classes at a school's resource center. **Independent Study (on campus):** Students participate in weekly face-to-face meetings with an assigned, well-qualified teacher. They are provided with California standards-aligned curriculum, books and materials, pacing guides and assessments. In addition, students have access to on-site support and/or site-based classes. Students should be able to work independently with the support of the teacher and parent. *Student meets with teacher at one of the school's resource centers.*

(G.) SCHOOL PROGRAMS, OPPORTUNITIES AND EDUCATIONAL SUPPORT (for students)

Project Lead The Way (PLTW)

Project Lead the Way prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning.

The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today's high-tech, high-skill global economy. PLTW sparks ingenuity, creativity, and innovation within all our participating students. **PLTW course offerings vary by location and availability.**

Community College Classes (Concurrent Enrollment)

Qualified high school students have the opportunity to apply to concurrently take courses offered at local community colleges. Students must first meet with their high school counselor to determine eligibility. Each community college has its own unique criteria and process for enrollment. Students are responsible for submitting community college transcripts to the PCI Counseling office if they wish to also earn high school credit for the course(s).

PCI considers semester-long college courses of 3, 4 and 5 units equivalent to a year-long high school course and will grant 10 credits towards high school graduation requirements on the student's transcript. College courses that are 1 or 2 units will be granted high school credit at the following rate: 1-unit college course = 2.5 credits, 2-unit college course = 5 credits. College courses valued at less than 1 unit will not be entered onto high school transcripts or applied towards high school graduation requirements. College courses are awarded an extra grade point in the GPA calculation.

Students need to remain in good academic standing with the college and with their PCI school in order to continue to take classes while in high school.

Career and Technical Education (CTE)

CTE gives high school students the chance to get a head start on preparing for college and careers. Students taking CTE courses have the opportunity to participate in hands-on training in a chosen program and gain real-world experience through internships and job shadowing when available. Please note that in our onsite CTE courses, attendance is mandatory. Only three absences are permitted from classroom instruction. These absences must be made up, hour per hour missed, otherwise students may not be permitted to attend internship opportunities when applicable. **CTE course offerings vary by location and availability.**

Special Education / Students with Disabilities

PCI provides high quality special education instruction and related services to its special education students in accordance with the Individuals with Disabilities Education Improvement Act (IDEA), Education Code requirements, applicable policies and procedures of the El Dorado County Office of Education SELPA/Sacramento County Office of Education SELPA/Lodi Unified School District SELPA and the assessed needs of each student. PCI collaborates with parents, the student, teachers, and other agencies, to appropriately serve the educational needs of each student. Discuss with your teacher if you think your child has a disability that requires special services or accommodations. This is the beginning of the Response to Intervention (RTI) process.

The Special Education Department manages all paperwork and resources related to the evaluation, monitoring and implementation of special education services for special education students. The special education staff works with teachers and families to design a support network allowing each student to progress academically.

Pursuant to the IDEA and relevant state law, PCI is responsible for identifying, locating, and evaluating children enrolled at PCI with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. PCI shall not deny nor discourage any student from enrollment solely due to a disability.

Student Study Team (SST)

SSTs are site-based committees that serve as an early warning system to help schools identify students who may benefit from academic, behavioral or personal interventions (e.g., academically not on grade level, chronically absent, or at-risk for grade level retention, etc.) The SST is made up of the student's teacher(s), one or more other teachers, an administrator or designee, the parents/guardian and the student. In grades four and above, it is important that the student be part of this team and attend the meetings. The team works to assess the learning modes of the student and devises interventions to help the student be more successful. During the meetings, the student's strengths and weaknesses are discussed and interventions are explored. When everyone involved follows the interventions, improvement occurs. Teachers or parents/guardians may request an SST.

Section 504 Accommodation Plan

PCI recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of PCI. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by PCI. The parent or guardian of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. Section 504 Accommodation plans are managed by the administration and 504 team at each learning center or program. A copy of PCI's Section 504 policies and procedures is available upon request at the main office.

(H.) THREE-WAY PLEDGE

Teachers, Parent/Guardian Educator and Students Working Together

Our goal is for your student to succeed! To ensure success, each member of the academic triangle (Teacher/Parent or Guardian/Student) needs to have clear expectations outlined. This pledge reflects the commitment of PCI to our families and community to provide quality education.

The Teacher Pledge:

I understand the importance of the school experience to every student and my role as a teacher and model. I expect that every student will reach a high level of achievement. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide high-quality curriculum and teaching strategies to enable my students to meet the state's academic achievement standards.
- I will ensure that all the necessary concepts are taught to my students before work is assigned.
- I will be aware of the academic individual needs of my students.
- I will regularly communicate regarding my students' progress.

The Student Pledge:

I realize that my education is important to me. It helps me to develop the tools I need to become a productive citizen of the 21st century. I also understand that my parents/guardians want to help me do my very best in school. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will attend my scheduled teacher meetings and classes, on time and ready to learn.
- I will be responsible for my own behavior and be a cooperative learner.
- I will complete all assigned work and return it on time.
- I will return corrected work to my parent(s).
- I will commit to daily learning.
- I will participate in mandatory testing.

The Parent/Guardian Educator Pledge:

I realize that my student's education is important. I understand that my participation in my student's education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my student to study and ensure that he/she completes assigned work.
- I will see that my student arrives at the learning center on time when attending a class or meeting with his or her teacher.
- I will attend learning center/school functions.
- I will participate, as appropriate, in activities and decisions relating to the education of my student.
- I will monitor my student's progress.
- I will ensure my student participates in mandatory testing.

(I.) High School Graduation Requirements

The Board of Directors for all schools associated to Pacific Charter Institute desires that each student is prepared to obtain a diploma of high school graduation. To ensure that each student is adequately prepared for post-graduation opportunities that may include postsecondary education, career, or military options, the Board of Directors has adopted the following policies regarding eligibility for a high school diploma for all schools associated to Pacific Charter Institute that offer 9-12th grade education. To obtain a diploma of graduation from high school, students shall complete at least the following courses in grades 9-12, with each course being one year (10-credits) unless otherwise specified.

1. Four courses in English
2. Three courses in Mathematics *
3. Two courses in science, including biological and physical sciences
4. Two courses in social studies, including United States History and World History; in addition, a one-semester course in American Government, a one-semester course in Economics, and a one semester course in World Geography.
5. One course in visual or performing arts, foreign language, or American Sign Language or Career Technical Education (CTE). **
6. A one-semester course in Health
7. Two courses in physical education, unless the student has been exempted pursuant to Education Code 51241
8. Electives as needed to fulfill 220 total credits. It is the recommendation of the Board of Directors for Pacific Charter Institute that students take one year of a college-prep elective.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

*Beginning in the 2015-16 school year, at least one mathematics course or a combination of the three mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra 1. In accordance with state guidelines, a course prescribed as Integrated Math 1 meets or exceeds this requirement.

In accordance with the California Mathematics Placement Act, all incoming students to charter schools associated to Pacific Charter Institute will adhere to the following:

- a. A norm criterion referenced test will be administered that accurately recommends appropriate placement for mathematics classes associated to high school level math and those classes by which graduation credits may be given.
- b. A second test will be administered to 9th grade students not less than one month after the enrollment period to re-examine correct class and content placement for student success.
- c. 9th grade student course outcomes will be reviewed 15 days prior to the end of the current school year to ensure students are not held back in any discriminatory manner with emphasis relating to race, ethnicity, gender, or socio-economic demographics
- d. An annual report or results will be provided to the PCI Board of Directors annually by each Charter School

An opportunity for recourse will be provided to each 9th grade pupil's parent or legal guardian who may question the results of assessments given in accordance with this policy.

**Per AB 1330, Pacific Charter Institute has adopted the policy of accepting a Career Technical Education (CTE) course in lieu of a course in visual or performing arts or foreign language to meet graduation requirements. Existing state law requires all graduating high school students to complete one course in visual or performing arts or foreign language. Beginning with the 2012-13 school year (class of 2013), AB 1330 authorizes local educational agencies to accept a Career Technical Education (CTE) course as an optional high school graduation requirement in lieu of one course in visual or performing arts or foreign language.

(J.) UC/CSU Admission Requirements

CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
SUBJECT REQUIREMENTS		
	15 yearlong/30 semester college preparatory A-G courses are required with letter grades of C or better [#] : 1.1 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)	
A History/Social Science	2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND 1 year of history/social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History) from the A subject area.
B English	4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD); Advanced ESL may be substituted for the first year of the 4 years of English.	ESL/ELD cannot meet the senior year of English.
C Mathematics	3 years/6 semesters of mathematics (including or integrating topics covered in elementary algebra, two- and three-dimensional geometry, and advanced algebra)* (Also acceptable are courses that address the above content areas, and include or integrate: probability, statistics or trigonometry.) Students applying to CSU and UC must complete a geometry course (or integrated math courses with geometry content).	
D Science	2 years/4 semesters of science At least 1 year of physical science and 1 year of biological science, one year must be from the D subject area and the second year may be from the D or G area** Integrated/interdisciplinary courses may be used to fulfill either physical or biological science.	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/ Earth & Space Sciences, and Physics/Earth & Space Sciences as part of the Next Generation Science Standards [NGSS] models); or two years of a three-year NGSS integrated science model; or one year of biology, chemistry or physics and one year of an approved science chosen from the earth & space sciences or interdisciplinary sciences disciplines. <i>Approved courses in the applied science, computer science, and engineering disciplines may only be used for a 3rd year (or beyond) of the science requirement.</i> Courses must be from the D subject area.
E Language Other Than English	2 years/4 semesters (or equivalent to the 2 nd level of high school instruction) of a language other than English* (Courses must be in the same language, American Sign Language allowed)	
F Visual and Performing Arts	1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Music, Theater, Visual Arts or Interdisciplinary Arts	
G College Preparatory Elective	1 year/2 semesters of elective course work chosen from any area on approved A-G course list	
REPEATED COURSES		
	California State University (CSU) CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C. Required A-G courses must be completed with a grade of C or better [#] . Any course may be repeated with the exact same course. There is no limitation on the number of times a course can be repeated. Repeated courses are only used once and the instance with the highest earned grade will be used in the GPA calculation.	University of California (UC) Required A-G courses must be completed with a letter grade of C or better [#] . Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g., English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.

[#] Pass/Credit grades allowed for A-G coursework completed in winter 2020 through summer 2021.

* High school-level coursework completed in 7th and/or 8th grade can be used to meet the area C and/or E requirements only.

** It is best to prepare for both UC and the CSU by completing two laboratory courses from the D subject area.

CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
VALIDATION OF SUBJECT OMISSION BY OTHER COURSES		
	<p>A letter grade of C or better in the second semester of Geometry will validate the first semester. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A letter grade of C or better in Statistics will validate Algebra I and Algebra II but will not validate Geometry.</p>	
Mathematics	<p>Integrated style Math 2 will be accepted in lieu of a Geometry course.</p> <p>A letter grade of C or better in the second semester of an area C course with a discipline of Precalculus, Calculus, or Other Advanced Mathematics on the A-G website validates the entire high school college preparatory requirement.</p> <p>A letter grade of C or better in integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to CSU's Admission Handbook.</p>	<p>The omission of a full year of geometry cannot be validated by any higher-level coursework.</p> <p>A letter grade of C or better in any semester of a math course with the discipline of Precalculus, Calculus, Statistics or Other Advanced Math will validate two years of the requirement, but not Geometry.</p> <p>A letter grade of C or better in integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to UC's Validation Matrix in Quick Reference Guide to UC Admissions.</p>
Language Other than English (LOTE)	<p>A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to ASSIST and look for the footnote indicating the course corresponds to two years of high school instruction.</p>	<p>A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to ASSIST and look for the footnote indicating the course corresponds to two years of high school instruction.</p>
Chemistry	<p>A grade of C or better in the second semester of Chemistry <u>will</u> validate the first semester.</p>	<p>UC does not allow validation of Chemistry.</p>
VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES		
	<p>Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework, including D/F grades in Geometry. For UC, refer to the Validation Matrices in Quick Reference Guide to UC Admissions. CSU also allows the validation of D/F grades in Chemistry. For CSU, refer to the CSU Admission Handbook.</p>	
VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES		
	<p>Required A-G courses may be satisfied with appropriate test scores on ACT, SAT, SAT Subject Tests (discontinued in 2021), Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the CSU website; for UC, refer to Quick Reference Guide to UC Admissions. For UC, the omission of a course in Geometry cannot be validated by any examination score.</p>	
HIGH SCHOOL GPA		
	<p>Calculate GPA using all A-G approved courses completed during the summer after the 9th grade through summer after the 11th grade---excluding deficient grades which have been repeated. CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.</p> <p>Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.</p> <p>Repeated courses are calculated once using the first instance of a letter grade of C, B, or A. UC does not average grades. However, when completing the UC admission application, all A-G courses and grades must be reported.</p>	
HONORS POINTS		
	<p>Maximum of 8 extra grade points (honors points) from four yearlong courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two yearlong courses (4 semesters) completed in 10th grade can be used in the honors points calculation.</p>	
TEST SCORES – ACT/SAT		
ACT or SAT	<p>The CSU no longer considers ACT/SAT examinations in determining admission eligibility for all CSU campuses and in awarding CSU scholarships. Student will not be penalized if they choose not to submit scores. If students choose to submit test scores as part of their application, they will be used as one factor of the multiple measures used for English and quantitative reasoning/mathematics college placement (www.CSUStudentSuccess.org) in the campus they plan to enroll in. SAT Subject Tests have been discontinued and are no longer recommended for any campuses or majors.</p>	<p>UC no longer considers SAT or ACT test scores when making admissions decisions or awarding scholarships. If students choose to submit test scores as part of their application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after enrollment. SAT Subject Tests have been discontinued and are no longer recommended for any campuses or majors.</p>

(K.) GRADING / GRADE SCALES

Students will be assessed in all academic disciplines throughout the year to determine subject mastery and will be asked to keep a portfolio of completed work to document their progress. Grades will be given according to the following:

TK – 3rd O – Outstanding
 S – Satisfactory
 N – Needs Improvement

4th – 12th Students are issued standard letter grades A – F (+/-)

Grade scale

Letter Grade	Grade Points (GPA)	Cutoff %
A	4	93
A-	3.67	90
B+	3.33	87
B	3	83
B-	2.67	80
C+	2.33	77
C	2	73
C-	1.67	70
D+	1.33	67
D	1	63
D-	0.67	60
F	0	0
P	0	60

Academic Honesty

Academic honesty is a fundamental principle of scholarship. Content of research papers is expected to provide a means to distinguish a student's own work from the work and ideas of others. Students must give credit to the source of their ideas or to the words of others. Furthermore, students are expected to do their own work on tests and assignments, neither sharing answers or content with other students nor getting these from other students or illegal sources. This is not to be confused with collaborative learning, which PCI fully supports and encourages through opportunities for students to learn together, for example in study groups through group projects, and in various online forums. Any copying from other students, printed sources, online sources, or Artificial Intelligence— violates PCI's academic honesty tenet. For more information, please refer to PCI's Use of Technology and Acceptable Use Agreements. If a student is found to have plagiarized, the first offense will result in an "F" on the assignment. If a second offense occurs, the student will receive an "F" in the course and a meeting must be held with the teacher, student, parent/guardian, and the Director to discuss the consequences.

Earning High School Credit in Middle School (Grades 7-8)

PCI students in grade 7-8 may earn high school credits in the following subject areas: Mathematics and Foreign Languages. Courses in these subject areas taken at the community college level will be added to student transcripts and credits granted toward meeting high school graduation requirements. Students taking high school level courses overseen by their assigned PCI teacher, must be noted on the master agreement by using high school approved course titles. These course titles begin with "CP" in the title. Examples of common high school courses taken in middle school are: "CP Integrated Math 1", "CP Spanish 1", "CP Algebra 2. If you have any questions whether a course is eligible to earn high school credits when taken in grades 7-8, please consult with your student's counselor.

(L.) GENERAL POLICIES AND EXPECTATIONS

- Each PCI school is unique in the programs it offers. Please consult with the Principal or Site/Program Leader or Director to learn more about the educational offerings available.
- Students and visitors must sign in when they arrive at a resource center and sign out when they leave.
- All bikes, scooters, skateboards, and skates must be checked into the office upon arrival at any PCI school and can be reclaimed upon departure from the school. Students are responsible for all items brought to campus. PCI takes no responsibility for items stolen, broken or misplaced.
- Students cannot be dropped off any earlier than 10 minutes prior to school start time and picked up no later than 15 minutes after school. If a student is not picked up within 30 minutes of their scheduled end of school day after additional approved contacts have been made for pick-up the school may contact CPS or local law enforcement to facilitate the student's safe return home.
- Students may bring cell phones for contacting parent/guardian. The phone must be placed on silent mode. Misuse of phone may result in phone use being suspended while on site or during school-related activities.
- Computers on site are for SCHOOL WORK only; misuse may result in loss of computer privilege.
- Students' schedules vary depending on the resource center and the individualized student course schedule. PCI is not responsible for students' actions, behaviors, or the consequences of such actions once a student leaves a resource center. If parents or guardians have any concerns about their child's schedule, they should contact the Principal or Site Leader.

Grade-Level Retention

K-8 students shall be considered for retention once the parent/guardian has completed the "Parent Request for Retention" form with the student's current teacher and administrator. The parent/guardian shall be required to attend a conference with the student's school site administrator and current teacher(s) prior to the request being approved. Upon approval of retention of a student, the request shall become part of the student's permanent academic record. In the instance a request to retain a student previously accelerated is received, the same process shall be followed. The parent or guardian's written request shall state that the parent/guardian is taking full responsibility for the retention of the student.

Grade-Level Skipping

K-7 students shall be considered for skipping a grade level once the parent/guardian has completed the "Parent Request for Promoting Beyond the Next Grade Level" form with the student's current teacher and administrator. The parent/guardian shall be required to attend a conference with the student's school site administrator and current teacher(s) prior to this request being approved. Upon approval of the request to skip a grade, the request shall become part of the student's permanent academic record. The parent or guardian's written request shall state that the parent/guardian is taking full responsibility for the promotion of the student.

CAL Grant GPA Submission

California public high schools are required to submit a Cal Grant high school Grade Point Average (GPA) for all graduating seniors, unless the student or parent has opted out of the submission process, no later than October 1. California Education Code section 69432.9 requires the school district or charter school, no later than January 1 of a pupil's grade 11 academic year, to notify, in writing, each grade 11 pupil and his or her parent or guardian that the pupil will be deemed a Cal Grant applicant unless the pupil is opted out prior to the high school's submission of GPAs to the Commission. Students who do not opt out will have their GPA submitted to the Commission to be considered for a Cal Grant award. If you do not want your school to report a GPA, please complete the Cal-Grant opt-out form available from your counselor.

Use of Technology Policy (BP 51006)

Overview and Purpose - Pacific Charter Institute ("PCI" or the "School"), which operates Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy, and New Pacific Charter Schools provides online services that all students and staff may access using the Internet, as well as laptop computers and Internet hotspots which are available on a more limited basis to access the PCI Network for school purposes. Internet access (which is provided separately by an Internet Service Provider) allows for access to information, software, news and communication by electronic mail that originates from any point in the world. All users must agree to the guidelines in the Acceptable Use Agreement and the School's Use of Technology Policy to have access to the Internet for PCI use.

Educational Purpose - PCI' Network system has been established strictly for "educational purposes" including but not limited to online activities, direct and independent learning activities or research, individual and collaborative writing and publishing, career development, personal productivity, and/or other high-quality learning activities. Use of PCI Technology and access to the Internet via School equipment and resource networks is intended to serve and pursue educational goals and purposes. Use of the Internet by students and staff is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use School resources only in a manner specified in this Policy.

Monitoring - PCI has the right to monitor and place reasonable restrictions on who can access PCI-assigned physical and cloud-based storage and systems, and the material that individual users may post on these systems. Students and staff have no reasonable expectation of privacy with respect to their use of PCI Technology, including but not limited to all systems, devices, and equipment. PCI staff shall monitor all PCI Technology for inappropriate use and to restrict usage as required. Parents/guardians are required to supervise and monitor their child's use of PCI equipment including but not limited to their child's access to the Internet and any online services through such equipment any and all times during which any School equipment is being used by their student outside school facilities or school hours to ensure compliance with this policy.

Notice - PCI shall notify students, parents/guardians and staff about authorized uses of School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Acceptable Use Agreement (Students) - Before a student is authorized to use the PCI Technology, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the School or any PCI staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the School and PCI personnel for any damages or costs incurred.

Acceptable Use Agreement (Staff) - All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Distributed Nature of PCI Network - Educational technology at PCI transpires by way of a distributed model that includes site-based learning resource centers as well as home-based learning. PCI provides laptop computers for students and staff to use for educational purposes, as well as online services for digital learning. The terms "PCI Technology" and PCI's technological "Network" refers to this overall distributed learning environment, including computers, and hotspots provided by PCI as well as online resources and information technology maintained by PCI. As a result, users are expected to follow PCI's Acceptable Use Agreement regardless of whether learning activities take place in the learning resource centers, at meeting locations, or at home, and regardless of whether equipment is supplied by PCI.

Personal Safety - Students should not post Personal Identifiable Information ("PII") about themselves or other

people on the PCI network. PII includes but is not limited to the student's full name with other information that would allow an individual to locate the student, including, but not limited to, a parent/guardian's name, home address or location, telephone number, school address or location, work address or location, email address, and/or website or social media page(s).

PCI advises students:

To not agree to meet with someone they have met online without parent/guardian approval.

To not disclose passwords, personal data, or private photos online.

To not disclose names, personal contact information, or any other private or personal information about other students under any circumstances.

Staff are also strictly prohibited from posting or otherwise distributing any PII or other confidential information regarding students.

Unauthorized Access and Illegal Acts - No students or staff will attempt to gain unauthorized access to PCI network or to any other computer system while using PCI Technology or go beyond personal authorized access. This includes attempting to log on through another person's account. No person may use any device or software to gain unauthorized access to another person's files or private information.

No user will make deliberate attempts to disrupt the PCI Network system, or any other computer system, and/or accessing information designed to further criminal or dangerous activities, which, if acted upon could cause damage, present a danger, or cause disruption to the School, other students, or the community. This may include but is not limited to damaging, debilitating or disabling computers, computer networks or systems, including through the intentional or other distribution or spreading of computer viruses or other harmful programs, which are strictly prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Vandalism is not permitted and will be strictly disciplined. Vandalism is defined as any attempt to harm or destroy data of another user or another agency or network that is connected to the Internet or Intranet (PCI internal network). Vandalism includes, but is not limited to, the uploading, downloading, or use of viruses, key logging tools/software, Trojan horse programs, or any software utilized to scan the network for confidential information or bypass security measures put in place by the PCI.

No person may use PCI Technology to engage in or help others engage in any illegal act, such as but not limited to: arranging for a drug sale, engaging in criminal gang activity, threatening the safety of another person, engaging in gambling activities, or any other activity in violation of local, state, and federal law.

Individual Accounts - Each individual user is responsible for their own individual account and should not provide their password to another person. All individual users should avoid the inadvertent spreading of computer viruses by following the PCI virus protection procedures when downloading material. Large files may not be downloaded unless necessary and only with the permission from the teacher or Director of Information Technology or designee.

Supported Technologies - PCI is heavily invested in processes and learning tools that integrate closely with the Microsoft family of products. These include Microsoft Office 365 applications as well as the Microsoft Windows Operating System. As a result, the use of other operating systems is discouraged. The use of productivity products are limited to PCI approved platforms and non-PCI approved platforms are prohibited as these may not be supported under the strict security provisions from PCI.

Email and Communications - Each individual user is expected to know how to access their assigned Office 365 email account (either via Outlook Web App or via the Outlook desktop application). All communications in the PCI context are expected to be conducted via the officially assigned PCI email account. Forwarding to external email providers is prohibited.

Safety Instruction - The Executive Director or designee shall establish regulations to address the safety and security of students and staff and student/staff information when using email, chat rooms, and other forms of direct electronic communication. The Executive Director or designees shall provide age appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students and staff are expected to follow safe practices when using PCI Technology.

Online Communities and Communications - While many sites and online communities and communications are accessible as educational tools within PCI classrooms, some are deemed inappropriate and are blocked within the PCI Network. Various online communities may be used for educational purposes including but not limited to: Wikis, blogs, social networks, internal communication systems, video/photo sharing sites (e.g. YouTube), virtual classrooms/chat areas (e.g. School Loop), video conferencing, and discussion boards.

PCI reserves the right to block network access to any online resources at any time that has no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the School is able to exercise reasonable control over content created and purchased by the School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

PCI advises students and staff:

- To not forward a message that was sent to others privately without permission of the person who sent the message.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Neither students nor staff should reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Loss of Privileges - Use of School's computers, networks, and Internet services is a privilege, not a right. Compliance with the School's policies and rules concerning computer use is mandatory. Students and staff who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy. Staff who violate these policies and rules may be subject to disciplinary action, up to and including termination of employment.

School Search & Seizure Policy (BP 5145.12)

PCI recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law, or PCI rules and regulations, jeopardizes the health, safety and welfare of students and PCI employees. Incidents which jeopardize the health, safety and welfare of students and PCI employees may necessitate the search of students and their property, student use areas, and/or student automobiles and may necessitate the seizure of any illegal, unauthorized or contraband materials found in the search. The California Constitution requires that all students and staff of public schools have the inalienable right to attend resource centers which are safe, secure, and peaceful. As such, PCI and its charter schools have adopted a School Search and Seizure Policy outlining the reasonable search of students and their property, student-use areas, student automobiles and the seizure of illegal, unsafe, unauthorized or contraband items or materials through a search based on reasonable suspicion.

Student Searches

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or PCI rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations. Articulable facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted by a school official of the same gender as the student and in the presence of another adult witness. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. In no case shall a strip search be conducted by school officials.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If PCI has a good faith belief that the device is lost, stolen, or abandoned, PCI may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

Seizure of Illegal, Unauthorized, or Contraband Materials

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the parent, if possession of the material is only in violation of school policy, or the proper legal authorities for ultimate disposition. If illegal, unauthorized or contraband materials are discovered during a search, school officials including but not limited to searches conducted by PCI officials or trained detection dogs, may impose discipline upon the student(s), including suspension and/or expulsion, in accordance with PCI's discipline policies and procedures. PCI shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

PCI is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of PCI rules or regulations.

A copy of the full School Search and Seizure Policy is available at the main office.

PCI Dress Code

The following are not permissible at any PCI Resource Center or school-related activity:

- Bare midriffs
- See-through or revealing apparel
- Bare feet
- Gang related apparel
- Clothing with profanity, alcohol, drug, or sexual related content
- Baggy or saggy clothes that expose undergarments
- Shorts, skorts, skirts, or dresses that do not extend below the student's fingertips when the student is standing straight and with their arms at their sides.

Students not adhering to the dress code will be asked to leave their respective resource center/activity or they will be provided with clothing they may borrow to ensure they are in compliance with the dress code.

Title IX Policy Prohibiting Discrimination on the Basis of Sex (BP 5000)

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Pacific Charter Institute ("PCI") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related

conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

PCI does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹ PCI will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in PCI's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom PCI does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the PCI Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by PCI. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by PCI to provide an aid, benefit, or service under PCI's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from PCI's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant's ability to access PCI's education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within PCI's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in PCI's education program or activity.
 - Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.

¹ PCI complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through PCI.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in PCI's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) PCI's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in PCI's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to PCI that objectively can be understood as a request for PCI to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of PCI whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom PCI has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated PCI's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to PCI's education program or activity, including measures that are designed to protect the safety of the parties or PCI's educational environment; or (2) provide support during PCI's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of PCI ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Leanna Comer
2241 Harvard Street, Suite 310
Sacramento, CA 95815
866-992-9033, ext. 3002

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator until a new Coordinator is designated:

Catherine Fiddy
Director of Human Resources
2241 Harvard Street, Suite 310
Sacramento, CA 95815
866-992-9033, ext. 30024
catherine.fiddy@pacificcharters.org

The Coordinator is responsible for coordinating PCI's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against

complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure PCI's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. PCI will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

PCI acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

PCI prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes PCI from requiring an employee or other person authorized by PCI to provide aid, benefit, or service under PCI's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at PCI, if any, can be found on the PCI website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and

- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether PCI could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents PCI from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within PCI's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or PCI's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party

may contact Catherine Fiddy, Director of Human Resources. Catherine.fiddy@pacificcharters.org, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of PCI's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under PCI's Title IX grievance procedures, PCI may offer an informal resolution process to the parties. PCI does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by PCI for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. PCI will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

PCI has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints of made by students, employees, or other individuals who are participating or attempting to participate in PCI's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

PCI requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

PCI will treat complainants and respondents equitably. PCI presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

PCI may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

PCI allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

PCI will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

PCI will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, PCI will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

PCI may dismiss a complaint if:

- PCI is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in PCI's education program or activity and is not employed by PCI;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and PCI determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- PCI determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, PCI will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable PCI policy.

Appeal of a Dismissal

² Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- PCI's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to PCI;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if PCI provides a description of the evidence, the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

PCI may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with PCI's policies.

PCI may remove a respondent from PCI's education program or activity on an emergency basis, in accordance with PCI's policies, provided that PCI undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. PCI has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by PCI to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless PCI obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply

the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

PCI will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find PCI's determination unsatisfactory, the party may, within five (5) business days of notice of PCI's determination, submit a written appeal to the President of the PCI Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from PCI or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by PCI including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within PCI's education program or activity.

No party, witness, or other person participating in PCI's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on PCI's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

PCI will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the PCI employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to PCI's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of PCI's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide PCI's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any PCI leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, and other persons who are responsible for implementing PCI's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

PCI will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions PCI took to meet its obligations under 34 C.F.R. § 106.44.

- All materials used to provide required Title IX training. PCI will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

Professional Boundaries: Staff / Student Interaction Policy (BP 4119.21)

Pacific Charter Institute (“PCI”) recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning- conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of PCI personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student
2. Preventing a pupil from committing an act of vandalism
3. Defending yourself from physical injury or assault by a student
4. Forcing a pupil to give up a weapon or dangerous object
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all PCI faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

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

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships

that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.

- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing your supervisor about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Parent and Family Engagement Policy (BP 6020)

PCI aims to provide all its students with a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). PCI recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A full copy of the policy is available upon request at the main office.

Classroom and School Volunteer, Visitation, and Removal Policy (BP 3003)

While Pacific Charter Institute encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, PCI also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner. Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, the PCI Board of Directors has established the Classroom and School Volunteer, Visitation, and Removal Policy. Mandatory parental volunteer hours shall not be a criterion for admission or continued enrollment. A full copy of the policy is available upon request at the main office.

Administration of Medication Policy (BP 5002)

PCI has adopted a policy governing the administering of medication during school hours, consistent with state and federal law. A copy of the complete A full copy of the policy is available upon request at the main office.

Transportation Safety Policy (BP 3004)

PCI has an adopted Transportation Safety policy. A full copy of the policy is available upon request at the main office.

Youth Suicide Prevention Policy (BP 5004)

A full copy of PCI’s Youth Suicide Prevention Policy is available upon request at the main office and at www.pacificcharters.org.

Voluntary Withdrawal from School

Any parent/guardian voluntarily withdrawing their student from PCI must first contact their child’s teacher. At the final

meeting, curriculum and materials must be returned and withdrawal grades will be determined. Students leaving a PCI school prior to the end of the semester will be issued an "In Progress" grade for each of their courses based on the work submitted up to the date of withdrawal. **Partial credits will not be given unless the student is eligible under state law***. Pacific Charter Institute's schools assume no responsibility for the grades in progress being accepted by the student's new school.

Attendance Policy / Missing Assignment Policy

Per California Education Code Section 51747, the Board of Directors of Pacific Charter Institute maintains a board policy governing independent study, which establishes the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study. Pursuant to that policy, after three (3) missed assignments, an evaluation shall be conducted to determine whether it is in the best interests of the pupil to remain in independent study. A student's failure to complete the required weekly check-in, attend a required tutoring session, or provide at least twenty-four (24) hours' notice to the teacher prior to cancelling an Educational Coordination meeting shall also constitute a "missed assignment." Hereafter this is referred to as "Missed Assignments." The evaluation for Missed Assignments may result in removal from PCI. This policy sets forth the procedures relating to Missed Assignments including the removal process for Missed Assignments.

Procedures for First and Second Missed Assignments

The first Missed Assignment will result in the student receiving a letter of warning from the Director, Principal, Site Lead or designee. The second Missed Assignment will result in the student receiving a letter of warning from the Executive Director or designee and a conference with the teacher, parent/legal guardian and student to discuss concerns and plan for improvement.

Evaluation After Three (3) Missed Assignments

After a pupil meets the criteria for three (3) Missed Assignments, the student will receive a letter of warning from the Executive Director or designee and an evaluation will be conducted by the Executive Director and/or designee and the pupil's supervising teacher to determine whether it is in the best interests of the pupil to remain enrolled in the Independent Study Program. The evaluation may include but is not limited to the review of the following:

- Monthly review of work
- Annual portfolios
- Parent, student, and teacher/tutor observation
- Norm and criterion referenced tests
- Student demonstrations
- Student Work Samples;
- Student grades
- Student self-evaluation

The role of the credentialed teacher is critical to the success of charter school independent study students. The teacher's observations, discussions with parents and students, and examinations of written work are the key to quality control.

As part of the evaluation process, the pupil, parent(s), guardian(s) or if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder (all generally referred throughout as "Parent(s)") will be invited to present evidence to the individual or individuals conducting the evaluation. During this meeting, PCI will determine whether it is in the best interest of the pupil to remain in the Independent Study Program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's mandatory interim record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Additional Consideration for Pupils with a Section 504 Plan or IEP:

If PCI recommends removal from the Independent Study Program because of the Evaluation After Missed Assignments and the pupil has a Section 504 Plan or IEP, PCI shall schedule an IEP meeting or Section 504 meeting (as applicable)

following applicable legal timelines, to determine the following:

- 1) Whether the Missed Assignments were caused by or had a direct and substantial relationship to the pupil's disability; or
- 2) Whether the Missed Assignments were the direct result of PCI's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the Missed Assignments are a manifestation of the pupil's disability and PCI will follow applicable state and federal laws to ensure that the pupil is offered a free appropriate public education.

If the answer to both (1) and (2), above, is no, then the pupil may be removed from the Independent Study Program consistent with this policy.

This meeting may be combined with the Evaluation After Missed Assignments at the discretion of PCI.

Notice of Decision and Opportunity to Request a Hearing Prior to Removal

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the Independent Study Program, the Parent(s) shall be notified in writing of PCI's intent to remove the pupil as it is not in their best interest to remain in the Independent Study Program. The Notice shall be in the native language of the Parent(s) and provided no less than five (5) schooldays before the effective date of pupil's removal. The Notice shall include the following:

- 1) PCI's intent to remove the pupil as it is not in their best interest to remain in the Independent Study Program.
- 2) The opportunity of the Parent(s) to request a hearing that follows the same procedures as PCI's disciplinary hearing. Parent(s) (or the pupil if over 18) must submit the request for hearing writing within five (5) calendar days from the date of the Notice.
- 3) If Parent(s) or pupil over 18 requests a hearing:
 - a. It will be scheduled following PCI's expulsion hearing procedures as outlined in the school's approved charter.
 - b. The pupil shall remain enrolled and shall not be removed until the PCI issues a final decision.
- 4) If no hearing is requested, or if neither the pupil nor the pupil's parent/guardian or educational rights holder appears at the scheduled hearing, the pupil shall be removed from the school on the date listed on the notice. Notice to the student's district of residence that the student is no longer enrolled shall be provided within thirty (30) days.

Warning Letters

Each action of academic/behavior misconduct by the student is documented in PowerSchool.

1. **First Warning Letter**: Given to the parent/guardian and student in person when applicable
2. **Second Warning Letter**: A phone call is made to the parent/guardian and a conference between the teacher, student and parent/guardian will take place to discuss the incident(s) so that necessary changes can be made.
3. **Third Warning Letter**: Mailed to the student's residence and the student is put on probationary status. This meeting, between the teacher, parent/guardian, student and any necessary support personnel (e.g., Counselor, Principal, or Special Ed. Coordinator) is mandatory to discuss next steps and/or to determine whether Independent Study is the appropriate program for this student. The student may be referred to the student's school of residence.

Teachers and staff are required to submit warning letters any time the terms of enrollment are not met. Warning letters may be issued for any of the following:

- The teacher, upon evaluating the student's work, determines that less than 80% of the assigned work has been completed.
- Parent or student misses a scheduled meeting (without appropriate warning or reason)
- Parent or student misses a scheduled meeting with the Special education Personnel
- Failure to attend independent study support classes or labs (when applicable)
- Failure to comply with the behavior policy of PCI
- Failure to attend mandatory testing
- Student is caught cheating or violating PCI plagiarism policies
- A student maintains an "F" grade in more than one class during the semester or receives a final grade of "F" in more than one course in the same semester
- A student's grade point average drops below 2.0 in a single semester
- Student exhibits offensive behavior towards a staff member and/or another student
- Student violates PCI school policy

This policy in no way limits the teacher/administrative staff from going directly to probation or expulsion in accordance with the PCI Suspension and Expulsion policy.

Pupil Suspension / Expulsion Procedures (BP 5144.1)

The Pupil Suspension and Expulsion Policy was established to promote learning and protect the safety and well-being of all students at the charter school. This Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students at the Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comply with legal requirements. Although many of the students at the Charter School work from home, this policy is written broadly to apply as needed to the Charter School students at school-sponsored activities or at school facilities. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations. A full copy of the policy is also available at the main office and at www.pacificcharters.org on the Notices and Policies page.

(M.) STUDENT TESTING AND ASSESSMENT

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

All students who indicate that their home language is other than English will be ELPAC tested within thirty days of the initial enrollment if entering a California public school for the first time, or if they have never taken the ELPAC test for another reason. The ELPAC has two parts:

- **Initial Assessment** -Students will take the Initial Assessment if the student has a primary language other than English and the student has not taken the CELDT or ELPAC before, and the student has not been classified before as an English learner. Students are given the Initial Assessment within 30 days of enrollment at the school.
- **Summative Assessment** - The Summative Assessment is given to students who are identified as English learners on the Initial Assessment. Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.

PHYSICAL FITNESS

(Given in the spring semester to all 5th, 7th, & 9th grade students). This test measures endurance, flexibility, core strength, agility, body mass, and upper body strength.

CALIFORNIA SCIENCE ASSESSMENTS (CAST)

(For all students in 5TH, 8TH & 11th grades). This test is given in the spring with test dates generally scheduled in late March to early May. Specific times and locations are determined early in the second semester of each school year.

California Assessment of Student Performance and Progress (CAASPP)

Is a system of assessments that measures student progress in different subjects for students in 3rd – 8th and 11th grades. CAASPP is designed to help teachers monitor the needs and successes of individual students as they progress toward mastery of the state adopted standards. Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted.

AP Exam Testing Policy

PCI encourages students to build unique and rigorous academic programs through a variety of course options. Advanced Placement courses, offered online through 3rd party vendors, are one way to explore rigor, earn college credit and boost GPA's. *AP Exams are available through PCI schools as long as the student requesting the exam has taken, or is taking, an approved AP course during the current school year.*

College Board's AP policy starting in the 2023-24 school year requires students to register online for their course beginning August 1st. The deadline for registering to take the exam and place exam orders is early fall. Securing your test site by the end of September is a required step to take the test in May. Student budgets may be used to cover the cost of exam fees.

For more information and step-by-step instructions visit: <https://apstudents.collegeboard.org/register-for-ap-exams>

MATHEMATICS PLACEMENT POLICY (BP 5200)

Current law requires PCI to develop, adopt, and implement fair, objective and transparent mathematics placement policies. These must consider multiple objective academic measures of pupil performance (e.g. California statewide assessments, pupil course grades) as the basis for placement and include at least one placement checkpoint within the first month of the school year to assess placement accuracy and pupil progress. Appropriate math course placement must be determined at the start of the academic year. A full copy of PCI's Mathematics Placement Policy is available upon request at the main office and at www.pacificcharters.org.

(N.) UNIFORM COMPLAINT PROCEDURE

PCI has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. PCI is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. PCI shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints. A full copy of the policy is available at the main office and at www.pacificcharters.org.

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students
 - Adult Education
 - Career Technical and Technical Education
 - Career Technical and Technical Training
 - Child Care and Development Programs

- Consolidated Categorical Aid
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families
- Every Student Succeeds Act
- Migrant Education Programs
- Regional Occupational Centers and Programs
- School Safety Plans and/or
- State Preschool Programs

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Principal, Program Leader, or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Leanna Comer
 2241 Harvard Street, Suite 310
 Sacramento, CA 95815
 866-992-9033, ext. 3002

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School’s Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School’s UCP Policy. The Compliance Officer shall provide the

complainant with a final written investigation report (“Decision”) within sixty (60) calendar days from the Charter School’s receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School’s Decision to the California Department of Education (“CDE”) by filing a written appeal within thirty (30) calendar days of the date of the Charter School’s written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School’s Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School’s Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School’s Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School’s Decision is inconsistent with the law.
5. In a case in which the Charter School’s Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School’s Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE’s receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE’s appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction (“SSPI”) or the SSPI’s designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE’s appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant’s right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

(O.) ANNUAL NOTICES

Animal Dissections

Students at PCI may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The pupil shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

Upon request, PCI will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch website [can be found here](#).

Diabetes

PCI will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

PCI will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Education of Foster Youth Policy (BP 6003)

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:
 1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
 2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
 3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - ii. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - iii. The nonminor is participating in a transitional independent living case plan.
 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.³
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *"Former juvenile court school student"* means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
- *"Child of a military family"* refers to a student who resides in the household of an active-duty military member.
- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent,

³ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *“Newcomer pupil” is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.*
- *“Educational Rights Holder” (“ERH”) means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.*
- *“School of origin” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.*
- *“Best interests” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.*
- *“Partial coursework satisfactorily completed” includes any portion of an individual course, even if the student did not complete the entire course.*

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian” or “ERH.”

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Christine Spratling
Counseling Program Specialist/FIT Coordinator
2241 Harvard Street, Suite 310
Sacramento, CA 95815

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated

in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's parent/guardian/ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed

decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a Foster and Mobile Youth.

The Charter School shall not require or request that a student transfer schools to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student and the student's ERH about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the ERH.
5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

- 1) Within the first 30 calendar days of the **following** academic year, Charter School shall reevaluate eligibility.
- 2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
- 3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
 - i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
 - ii. Upon agreement with the pupil's ERH, to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the

educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Christine Spratling
Counseling Program Specialist
2241 Harvard Street, Suite 310
Sacramento, CA 95815

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for the purpose of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire should include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each

student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian⁴ in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder ("ERH"), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth

⁴ "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code.*

year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student and the student's ERH, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the **following** academic year, Charter School shall reevaluate eligibility.
2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
 - iii. Receive an exemption from all coursework and other requirements adopted by the governing board of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
 - iv. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

English Learners

PCI is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. PCI will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

The Family Educational Rights and Privacy Act ("FERPA") (BP 5125.1)

This act affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to student educational records and directory information. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

4. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that

alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent’s or eligible student’s prior written consent. The Charter School has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child’s education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Enrollment Services Coordinator at: Cheantell.Munn@pacificcharters.org

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (CALPADS⁵) pursuant to state law, will be shared with the California College Guidance Initiative (CCGI⁶) and will:

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

A full copy of the policy is available upon request at the main office.

Universal Meals

PCI shall make available a nutritionally adequate breakfast with adequate time to eat to each student free of charge without consideration of the student’s eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast) each school day on which the student is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School.

Applications for federally funded school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. Income eligibility guidelines for federally

⁵ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

⁶ CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state’s efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE).

funded free and reduced-price meals are available at: <https://www.cde.ca.gov/ls/nu/rs/>

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried. Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Immunizations (BP 5001)

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they provide documentation of a medical exemption from a physician licensed to practice medicine in California or are enrolled in a home-based private school or an independent study program and do not receive classroom-based instruction. Immunization records will be required for all incoming students. A copy of the complete Immunization Policy is available upon request at the main office.

Information Regarding Financial Aid

PCI shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

PCI shall confirm that each of its students in grade 12 completes and submits a FAFSA to the United States Department of Education, or if the student is exempt from paying nonresident tuition pursuant to Education Code section 68130.5, a California Dream Act Application to the Student Aid Commission. Students who are exempt or whose parent/guardian (if the student is a minor) have opted-out will not be required to comply.

Involuntary Removal Process

No student shall be involuntarily removed by PCI for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, PCI will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Lost or Damaged School Property

If a student willfully damages the PCI's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the

voluntary work, the student's grades and diploma will be released.

Mental Health Services

PCI recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services at PCI and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending the Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental

disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including Appendix G – Know Your Rights can be reviewed via the following link: <https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Leanna Comer
2241 Harvard Street, Suite 310
Sacramento, CA 95815
866-992-9033, ext. 3002

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Physical Examinations and Right to Refuse

All pupils must complete a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

The Charter School shall provide for the screening of its students for vision and hearing, to the same extent as would be required if the students were attending a non-charter public school. A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that he or she will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

PCI recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. PCI will ensure that absences from the pupil's regular school

program are excused until the pupil is able to return to the regular school.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in PCI if it is necessary in order for the pupil to be able to complete any graduation requirements, unless PCI determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Leanna Comer
2241 Harvard Street, Suite 310
Sacramento, CA 95815
866-992-9033, ext. 3002

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Safe Storage of Firearms

As required by California law, the purpose of this memorandum is to inform and to remind parents and legal guardians of all students of Pacific Charter Institute ("PCI"), which operates Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy, and New Pacific School, of their responsibilities for keeping firearms out of the hands of children. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition. To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm. With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian (See California Penal Code sections 25100 through 25125 and 25200 through 25220) unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years. Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. Your county or city may have additional restrictions regarding the safe storage of firearms.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office and on the PCI website www.pacificcharters.org

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. The following asbestos-related activities are planned or in progress at the Charter School:

- No such activities are planned or in progress for the current 24/25 school year

Section 504

PCI recognizes its legal responsibility to ensure that no qualified person with a disability shall, based on disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Sexual Health Education

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

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

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

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

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal

beliefs or practices in sex, family life, morality, or religion.

Teacher Qualification Information

All parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at (866) 992-9033 to obtain this information.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. PCI provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Use of Student Information Learned from Social Media

PCI complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

Workplace Readiness Week and Work Permits

The week of each year that includes April 28 shall be known as "Workplace Readiness Week." All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at:

<https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf>