

# **Annual Notice to Parents/Guardians**

## **SAFETY ISSUES**

Each school has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at each school office. Fire and emergency drills are held periodically at each school. Each school shall annually report on the status of its school safety plan, including a description of its key elements in the annual School Accountability Report Card. [E.C. 32280]

## **LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

The State of California has changed the way education is funded. California now requires school districts to develop a Local Control Accountability Plan (LCAP). The LCAP requires us to gather input from pupils, teachers, classified staff, administrators, parents, community members and public agencies to determine the goals, actions, and budget priorities for our schools. More information about the LCAP is available on the website at [www.ivytechcharterschool.org](http://www.ivytechcharterschool.org) (Education Code 52060-52077).

## **SCHOOL ACCOUNTABILITY REPORT CARDS (SARC)**

Schools are required annually to issue a SARC to share with the community the programs and successes of each school, including information about expenditures, discipline, attendance, pupil performance, misassignments of teachers, number of vacant teacher positions, availability of sufficient textbooks and other instructional materials, and adequate facilities. This information is available upon request at every school site or on the website at [www.ivytechcharter.org](http://www.ivytechcharter.org). (E.C. 35258 & 35186)

## **CALIFORNIA LONGITUDINAL PUPIL ACHIEVEMENT DATA SYSTEM (CALPADS)**

This school participates with the California Longitudinal Pupil Achievement Data System Program in the electronic transfer of pupil data for state reporting to the California Department of Education and to school districts and/or public postsecondary institutions to which the pupil is transferring or applying for admission. All data maintained by the CALPADS Program is in compliance with federal and state privacy and confidentiality requirements. Pupil information is encoded such that no personally identifiable information is retained by CALPADS. The data being transferred is specific to the state reports and records transfer requirements and no additional data is reported. The benefits of participation to the pupil and parent are that pupil records can be transferred much more promptly, and that information about pupil assessment and academic placement will be available at the time of transfer. Schools and districts will benefit from the streamlining and reduction of required state reporting.

## **WILLIAMS COMPLAINT PROCEDURES**

The findings of the Williams case require that:

1. Each pupil, including English learners, shall have sufficient standards-aligned textbooks and instructional materials to use in class and to take home.
2. School facilities, including bathrooms, must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments, as defined by (EC 35186).
4. Complaint process and procedures, and forms may be obtained from the school office or school website [www.ivytechcharterschool.org](http://www.ivytechcharterschool.org).

Williams identified complaints shall be filed with the Director of Operation of the school, or their designee, in which the complaint situation arises. A complaint about problems shall be forwarded in a timely manner, not to exceed 10 working days, to Geoffrey Frankl (mrfrankl@ivytechcs.org), Director of Operations for resolution.

## **UNIFORM COMPLAINT PROCEDURES**

The Uniform Complaint Procedures apply to the filing, investigation and resolution of complaints regarding alleged:

- 1) failure to comply with federal or state law or regulations governing adult education, consolidated categorical aid programs, higher education, migrant education, vocational education, child care and developmental programs, child nutrition programs and special education programs;
- 2) unlawful discrimination against any protected group as identified under E.C.200 and 220 and Government Code section 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, 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 program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance;
- 3) failure to comply with school safety planning requirements as specified in Section 7114 of Title 20 of the United States Code;
- 4) unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation or any other specified characteristic such as hairstyles or association with a person or group with one or more of these actual or perceived characteristics; and
- 5) unlawful imposition of pupil fees for participation in educational activities in public schools;

- 6) failure to comply with the requirements established through the Local Control Funding Formula related to the Local Control and Accountability Plan as described in EC sections 52060 through 52076 or sections 47606.5 and 47607.3;
- 7) noncompliance with physical education instructional minutes at specified grade levels;
- 8) inappropriate assignment of a pupil to courses without educational content or previously completed and received a grade sufficient for satisfying the requirements for high school graduation and admission into post-secondary education;
- 9) noncompliance with education provisions for pupils in foster care, who are homeless, or who are former juvenile court school pupils; and 10) failure to reasonably accommodate lactating pupils.

### **Complaints about Programs, Employees, Facilities, or Procedures**

Copies of the Uniform Complaint Procedure and Board Policy are located in the school office and online at [www.ivytechcharterschool.org](http://www.ivytechcharterschool.org).

Your child has the right to report a hate crime or file a complaint to the school if they are discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status. IvyTech designates the compliance officer listed below to receive and investigate complaints of discrimination, harassment, intimidation, bullying, and sexual harassment and ensure compliance with the law.

Geoffrey Frankl  
Director of Operations  
6591 Collins Drive, Ste. E4  
Moorpark, CA 93021  
(805) 222-5188  
[mrfrankl@ivytechcs.org](mailto:mrfrankl@ivytechcs.org)

It is the policy of IvyTech that no person suffers any form of retaliation as a result of making a complaint. Civil law remedies may be available, as well as remedies through the complaint procedure.

For the full text of IvyTech's Uniform Complaint Procedures board policy and administrative regulation, please visit our webpage [www.ivytechcharterschool.org](http://www.ivytechcharterschool.org).

## **Title IX – EC 221.61**

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify.

## **NON-DISCRIMINATION POLICY**

IvyTech Charter School (ITCS) is committed to ensuring equal, fair, and meaningful access to employment and education services. ITCS is committed to providing an educational and work environment that is free from discrimination, intimidation, harassment, and bullying in any employment practice, education program, educational activity, and facilities on the basis of an actual or perceived protected category, and an environment free from retaliation for participation in any protected activity covered by this policy. ITCS does not discriminate on the basis of actual or perceived race, color, religion, religious creed, ethnicity, national origin, ancestry, immigration status or citizenship, physical or mental disability, medical condition, genetic information, marital status, parental, family, registered domestic partner status, sex, gender, gender identity, gender expression, age, sexual orientation, veteran and/or military status, protected medical leaves, status as a victim of domestic violence, assault or stalking, political affiliation, and any other or any other basis protected by California state or federal nondiscrimination laws respectively. Reporting, or assisting in reporting, suspected violations of this policy and cooperating in investigations or proceedings arising out of a violation of this policy are protected activities under this policy. Not all bases of discrimination will apply to both educational services and employment. Inquiries regarding nondiscrimination and civil rights should be directed to ITCS' Title IX Coordinator:

Geoffrey Frankl  
Director of Operations  
6591 Collins Drive, Ste. E4  
Moorpark, CA 93021  
(805) 222-5188  
mrfrankl@ivytechcs.org

## **Equal Educational Opportunity**

IvyTech Charter School ensures that its programs and activities are available to all persons without regard to immigration status, gender, gender identity or expression, nationality, ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability or any

other specified characteristic. Complaints of unlawful discrimination or harassment in its programs or activities shall be investigated pursuant to the Uniform Complaint Procedures. (Title 5 4960, E.C. 200, 220 and 234.1) Any such complaint should be filed within six months of the alleged violation and should be filed with:

Geoffrey Frankl  
Director of Operations  
6591 Collins Drive, Ste. E4  
Moorpark, CA 93021  
(805) 222-5188  
mrfrankl@ivytechcs.org

### **Equal Employment Opportunity**

IvyTech Charter School is an equal employment opportunity employer and complies with all applicable federal and state non-discrimination laws. IvyTech does not discriminate against any employee or applicant for employment on account of race, religious creed, color, national origin, ancestry, physical or mental disability as defined by federal and state law, medical condition, marital status, pregnancy, sex, actual or perceived sexual orientation, age, political affiliation, domicile, or membership and/or participation in an employee organization defined by the Educational Employment Relations Act. Complaints will be investigated pursuant to board policy. If you feel there has been some violation of this policy, contact:

Geoffrey Frankl  
Director of Operations  
6591 Collins Drive, Ste. E4  
Moorpark, CA 93021  
(805) 222-5188  
mrfrankl@ivytechcs.org

### **Sexual Harassment**

Title IX prohibits the following conduct on the basis of sex that satisfies one or more of the following:

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity.
- School employee conditioning educational benefits on participation in unwelcome sexual conduct, otherwise known as "Quid pro Quo," harassment.
- "Sexual assault," as defined in 20 U.S.C. 1092(f)(6)(A)(v) "dating violence," as defined in 34 U.S.C. 12291(a)(10) "domestic violence," as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

Please visit our office or website at [www.ivytechcharterschool.org](http://www.ivytechcharterschool.org) to file a complaint. You may also contact:

Geoffrey Frankl  
Director of Operations  
6591 Collins Drive, Ste. E4  
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(805) 222-5188  
mrfrankl@ivytechcs.org

### **SUICIDE PREVENTION PLAN**

California Education Code (EC) Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades kindergarten to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention.

For additional resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page [www.cde.ca.gov/nr/el/le/yr16ltr0901.asp](http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp) and the Directing Change for Schools Web page [www.directingchange.org/schools/](http://www.directingchange.org/schools/).

### **COMPULSORY EDUCATION**

Children between the ages of 6 and 18, not otherwise exempt, are subject to compulsory full-time education. [E.C. 48200]

### **Voluntary Statement**

It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

### **Statement Detailing Academic and Other Supports for Special Populations**

School will provide supports and academic services necessary to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports. These supports include, but are not limited to, access to assistive software/devices, counselors, specialized academic instruction, student support team and related services, and intervention supports.

According to the Board Policy for grades 7 through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the Board Policy. After 3 missed assignments, as per Board Policy, an evaluation will be made to determine whether independent study is an appropriate strategy for this student.

### **Tiered Reengagement Strategies**

Where special or extenuating circumstances exist, and the aforementioned time limit cannot be met, the teacher or designee may approve a period not to exceed an additional 5 days.

The Charter School has adopted tiered re-engagement strategies for all:

- 1) pupils who are not generating attendance for more than 10% of the required minimum instructional time in one Learning Period (only 2 days of attendance can be claimed) or;
- 2) pupils found not participatory in synchronous instructional offerings for more than 50% of the scheduled times of synchronous instruction in a learning period (attending 2 or less advisory check-ins) or;
- 3) pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures are as follow:

- Verification of current contact information for each enrolled pupil;
- Notification to parents or guardians of lack of participation within one school week of the absence or lack of participation;
- Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
- When the evaluation described above is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and wellbeing.

The Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

1. When any pupil fails to complete three (3) assignments within a learning period.
2. Missing two (2) consecutive contact appointments between the student and teacher
3. Failure to submit the required and assigned work samples, assessments and/or portfolio items for one (1) learning period.
4. In the event the pupil's educational progress falls below satisfactory levels as determined by the IvyTech Charter School's Academic Probation Policy which considers ALL of the following indicators:

- a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
- b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- c. Learning required concepts, as determined by the supervising teacher.
- d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

### **PREGNANT AND PARENTING PUPILS**

IvyTech will treat both the pregnant teen mother and the teen father with the same accommodations, regardless of sex. The teen parents may not be excluded from any class or extracurricular activities, solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or post-partum recovery. Physical and emotional ability to continue may only be determined by a physician or nurse practitioner.

Parental leave for eight weeks for preparation of the birth of an infant, post-partum for mental and physical health needs of the teen parents and to bond with infants, or any additional medically approved time to protect the infant or parents is allowed.

Any additional time due if deemed medically necessary, as prescribed by physician or nurse practitioner. The pregnant and parenting teens are not required to take all or part of the leave to which they are entitled. Leave will be approved by the district, as an excused absence, with a unique code similar to independent study. However, no work is required during the leave. Upon return, the parenting teens are entitled to return to the school courses that they were enrolled before taking leave. Make-up plans and re-enrollment will be worked out with the school counselor or administrator to achieve an opportunity to fully participate in all activities, as before leave. If needed, parenting teen may enroll for a fifth year of instruction if on course for graduation requirements. If parenting teens were enrolled in an alternative school setting, a return to that environment is to be available as needed to achieve graduation. A pupil shall not incur any academic penalties due to using these available accommodations. An illness for sick child does not require a doctor note for the custodial parenting teens; the mother or father will be excused by the attendance supervisor.

### **NOTIFICATION TO TEACHER OF VIOLENT ACTS [E.C. 49079]**

IvyTech shall inform the teacher of each pupil who has engaged in or is reasonably suspected to have engaged in acts of Sexual Harassment [E.C. 48900.2]; Hate Violence [E.C. 48900.3];



Harassment, Threats or Intimidation [E.C. 48900.4]; or Terroristic Threats against School Officials, School Property or both [E.C. 48900.7]. The information provided will be based upon any records usually kept by IvyTech that are received from a law enforcement agency regarding the pupil. The teacher shall hold the information in confidence for the limited purpose for which it is provided.

## **RELIGIOUS BELIEFS**

Whenever any part of the instruction of health, family life education, or sex education conflicts with the religious training and beliefs or personal moral convictions of the parent/guardian of any pupil, the pupil shall be excused from such training upon written request by the parent or guardian. [E.C. 51240]

## **TESTING**

California Assessment of Pupil Performance and Progress (CAASPP): The CAASPP Program includes the Smarter Balanced Assessments, which are computer-based tests in English Language Arts, Math, and Science. The Smarter Balanced Assessments are aligned with the California State Standards. In October 2013, Assembly Bill 484 was passed and outlines which state assessments are required during the school year. The following table below indicates the tests to be administered at each grade level (Education Code 52052, 60640).

All IvyTech students must participate in diagnostic testing for the purpose of longitudinal tracking and progress monitoring.

Smarter Balanced Summative Assessments - Computer-based online tests

English Language Arts Grades 7-8, 11

Math Grades 7-8, 11

California Alternate Assessment (CAA) - Computer-based online tests

English Language Arts Grades 7-8, 11

Math Grades 7-8, 11

California Science Test (CAST) - Computer-based online test

Grades 8, and one high school grade (11)

California Alternate Assessment in Science (CAA-Science)- Individually administered performance-based assessment

Grades 8 and one high

The Smarter Balanced Summative Assessments measure pupil performance on the California Content Standards in English Language Arts/Literacy and Math and identify pupil performance in one of four achievement levels: standard exceeded, standard met, standard nearly met, or standard not met.

The California Alternate Assessment measures pupil performance in English Language Arts and Math. The CAA is administered to pupils whose IEP teams have determined that the pupils' cognitive disabilities prevent them from taking the online CAASPP Smarter Balanced assessments. The CAST measures pupil performance on the Next Generation California Science Content Standards.

The CAA-Science also measures pupil performance on the Next Generation California Science Content Standards. The CAA-Science assesses the performance of pupils with significant cognitive disabilities.

All of the tests in the CAASPP Program are administered in English.

Pursuant to E.C. 61615, parents/guardians may annually submit to the school a written request to excuse their child from any or all CAASPP assessments.

The state is developing a new accountability and continuous improvement system that includes multiple measures of school success. This information is displayed on the California School Dashboard website at [www.caschooldashboard.org](http://www.caschooldashboard.org).

These standardized test results are only one of the tools that IvyTech uses to measure pupil achievement. Other methods of monitoring pupil progress include school benchmark assessments, pupil grades, classroom tests and projects.

## **ELPAC**

According to federal and state laws, all pupils whose primary language is not English and who are in the process of learning English must be tested every year until they become proficient in English. The test used in California to meet this requirement is the English Language Proficiency Assessments for California (ELPAC). By measuring their increasing mastery of the English language, the ELPAC assists the schools in accurately placing and providing appropriate support for pupils. Use of the ELPAC is required by federal and state law and is not optional.

## **PHYSICAL FITNESS TEST (PFT)**

All pupils in grades five, seven, and nine are required to take the PFT. Pupils who are physically unable to take the entire test battery are to be given as much of the test as conditions permit. (E.C. 60800 and CCR, Title 5, Section 1041).

As a high school graduation requirement, pupils must successfully complete two years of P.E.

## **SEX EDUCATION (HUMAN GROWTH AND DEVELOPMENT) COURSES**

If instruction is offered in which human reproductive organs and their functions and process are described, illustrated, or discussed, the parent or guardian of minor pupils shall be notified in writing prior to such instruction. The parent or guardian shall also be notified in writing of the opportunity to inspect and review all written and audiovisual materials at reasonable times and places prior to the holding of such instruction.

Parental permission must be obtained before pupils in grades K-6 will be included in Family Life/HIV-AIDS education programs. Pupils whose parents either do not give permission, or who do not return permission forms, will be provided with productive alternative learning activities. For pupils in grades 7-12, passive consent shall be applied to HIV/AIDS and sex education. No pupil shall receive instruction on sexually transmitted diseases, AIDS, human sexuality, or family life in an assembly setting by a teacher employed by the school or instruction in any setting by an outside agency or guest speaker unless the pupil's parents/guardians have been properly notified no fewer than 14 days before instruction is delivered. Parents, upon written request, may excuse their child whenever any part of instruction in health, family life, and sex education conflicts with their religious training and beliefs or personal moral convictions.

## **CALIFORNIA HEALTHY KIDS SURVEY**

Since 1998, the California Healthy Kids Survey (CHKS) has been an anonymous, voluntary, and confidential pupil survey that local educational agencies have used in the planning, assessment, and evaluation of their alcohol, tobacco, other drug, and violence prevention efforts. Effective January 1, 2004, school districts have the option of administering the CHKS in grades 7 through 12 using either active or passive parental consent. For grades 7-12, we have adopted the new E.C. 51938(B), allowing for written parental notification and for a parent to opt his/her child out of participation, known as "passive consent." If parents desire to opt out their pupil from taking the survey, upon notification that the survey will be administered, they will be afforded the opportunity for inspection, and the ability to opt their child out of participation. Passive consent shall also be applied to HIV/AIDS and sex education in grades 7-12.

### **The California Healthy Youth Act has five primary purposes:**

- To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;

- To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
- To promote understanding of sexuality as a normal part of human development;
- To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
- To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

For information on the California Healthy Youth Act, California *Education Code (EC)* sections 51930–51939, please visit the [California Legislative Information Web Page](#)<sup>7</sup>.

These sections of the *EC* address both comprehensive sexual health education and HIV prevention education. The law requires that both comprehensive sexual health and HIV prevention education are taught once in middle school and once in high school.

A school district must provide comprehensive sexual health education or HIV prevention education consisting of age-appropriate instruction earlier than grade seven using instructors trained in the appropriate courses. A school district that elects to offer comprehensive sexual health education or HIV prevention education earlier than grade seven may provide age-appropriate and medically accurate information on any of the general topics contained in paragraphs (51934(1) to (10), inclusive, of subdivision (a).

“Comprehensive sexual health education” means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections (*EC* 51931).

“HIV prevention education” means instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS (*EC* 51931).

Abstinence from sexual activity and injection drug use shall be taught within the context of comprehensive sexual health and HIV prevention education (*EC* 51934[3]), however, abstinence-only education is not permitted in California public schools.

The following do not qualify as comprehensive sexual health or HIV prevention education, and therefore, are not subject to the same rules that govern comprehensive sexual health and HIV prevention education (*EC* 51932):

This chapter does not apply to description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education as defined in *EC* Section 51931.

This chapter does not apply to instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions.

### **PROGRAMS FOR CHILDREN WITH EXCEPTIONAL NEEDS**

IvyTech Charter School provides a free and appropriate public education (FAPE) in the least restrictive environment (LRE) for children with disabilities up through 21 years. Eligibility for special education and related services is determined by an Individualized Education Program (IEP) Team and is based on the results of a multidisciplinary team assessment.

Individualized programs may be provided for the following categories of disabilities: 1) intellectual disabilities; 2) hard of hearing; 3) deaf ; 4) speech/language impaired ; 5) visually impaired; 6) autistic; 7) emotionally disturbed; 8) orthopedically impaired; 9) other health impaired; 10) specific learning disability; 11) deaf-blind; 12) multi-handicapped; 13) traumatic brain injury; 14) established medical disability (3-5 years only).

Parents are encouraged to discuss concerns regarding academic performance with respective teachers/principals. A conference may initiate an assessment by the Student Study Team (SST) and a referral to special education for an evaluation. Special education assessments are completed within 60 calendar days following the receipt of written consent for assessment. Within this period of time, the IEP team will meet to determine eligibility and develop an individualized education plan, as appropriate. Parents are considered active participants in the IEP process and valued members of the team.

Upon completion of an assessment, parents will be notified of their right to have an in-class observation of their pupil, under specified circumstances.

### **HOMELESS AND FOSTER YOUTH EDUCATION**

IvyTech provides a homeless and foster youth liaison to ensure parents of homeless and foster pupils are informed of educational rights and related opportunities available to their pupils. Families living in homeless or foster situations may contact Mike Winters, at (805) 378-6300 for assistance regarding available support services.

The federal McKinney-Vento Homeless Assistance Act and Education Codes 48853, 49069 and 51225 ensure educational rights and protections for children and foster youth experiencing homelessness. This includes children who are living with a friend, relative or someone else because the family has lost their housing; children and youth staying in a motel or hotel due to lack of adequate alternative accommodations; children and youth living in an emergency or transitional shelter or a domestic violence shelter; and children and youth who are living in cars, parks, public spaces abandoned buildings, etc. It is the policy of Congress that pupils in homeless situations shall have access to the education and other services they need to ensure they have an opportunity to meet the same challenging State pupil academic achievement standards to which all pupils are held.

Services provided to pupils identified as homeless and foster include:

- 1) A staff person to act as the educational liaison for pupils in homeless situations.
- 2) Pupils have the option of remaining in their school of origin to the extent feasible or transferring to the local school in the current attendance area when moving to a different address or community. The parent/guardian determines which school is in the child's best interest.
- 3) Pupils are immediately enrolled in school even if they do not have the documents required. The Liaison can request the necessary documents from previous schools or help to schedule required immunizations.
- 4) Pupils will be provided transportation to and from school at the parent's request.
- 5) Pupils will be provided free/reduced lunch. Pupils will be provided Title I services.
- 6) Pupils will be given priority enrollment in before and after school programs free of charge upon request. AB1567
- 7) Pupils may receive partial credit for courses previously completed in other schools.
- 8) Pupils may graduate with minimum state requirements with a possible 5th year/exemption from local graduation requirements.

## PARENT RIGHTS AND RESPONSIBILITIES

### RIGHTS OF PARENTS/GUARDIANS TO INFORMATION

The parents/guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows: [E.C. 51101]

1. Within a reasonable period of time after making the request, to observe their child's classroom(s).

2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of school employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests.
6. To request a particular school for their child, and to receive a response from the school.
7. To have a school environment for their child that is safe and supportive of learning.
8. To examine the curriculum materials of their child's class(es).
9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
10. To have access to the school records of their child.
11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
14. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.
15. To question anything in their child's record that a parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practical, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

If the parent's employer has 25 or more employees, the parent must be allowed to attend school meetings and events for your children, up to a maximum of 40 hours each year without discrimination or fear of job loss. Purposes to attend child-related activities include: enrollment in grades 1-12, to address child care or school emergency, behavior or discipline problem that requires immediate parent attention, sudden school closure, or natural disaster. (Parent" means a parent, guardian, stepparent, foster parent, or grandparent of, or a person who stands in.) If an employer discharges, threatens to discharge, demotes, suspends or otherwise discriminates against the parent, the employee may be entitled to reinstatement and reimbursement for lost income or benefits. See Labor Code 230.8 for more details.

## **PUPIL RECORDS RELEASE**

IvyTech Charter requires a court order to disseminate juvenile information to, or by, federal officials. The attachment of juvenile information, including all juvenile case files and information related to the juvenile, along with any other documents may not be given to, or provided by, federal officials without prior approval of the presiding judge of the juvenile court.

## **PUPIL RECORDS**

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. IvyTech will protect the privacy of such records.

Parents/guardians have the right to 1) inspect and review the pupil's educational record maintained by the school, 2) request that a school correct records that they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records.

School officials with legitimate educational interests may access pupil records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a pupil seeks or intends to enroll, IvyTech shall disclose educational records without parental consent (E.C. 49063, 49069).

Parents' request to access their pupil's educational records must be submitted in a written form to the school principal and the school will have five (5) business days from the day of receipt of the request to provide access to the records.

Copies of pupil records are available to parents for a fee of 10 cents per page.

Any challenge to school records must be submitted in writing to the school principal. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the pupil.

Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the school to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to:

Family Policy Compliance Office, U.S. Department of Education,  
400 Maryland Ave., SW, Washington, D.C. 20202-4605.



## FERPA

The Family Education Rights and Privacy Act (FERPA) affords parents, pupils over 18 years of age and pupils 14 years of age or older who are both homeless and an unaccompanied youth, and individuals who have completed and signed a Caregiver's Authorization Affidavit ("eligible pupils") certain rights with respect to the pupil's education records. These rights are:

1. The right to inspect and review the pupil's education records within 45 days of the day the school receives a request for access. Parents of eligible pupils should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible pupil of the time and place where the records may be inspected.
2. The right to request an amendment of the pupil's education records that the parent or eligible pupil believes are inaccurate. Parents or eligible pupils may ask the school to amend a record that they believe is inaccurate. They should write the school principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible pupil, the school will notify the parent or eligible pupil of the decision and advise them 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 pupil when notified of the right to a hearing.
3. The right to privacy of personally identifiable information in the pupil's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or pupil serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a pupil seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office,  
U.S. Department of Education  
400 Maryland Avenue, SW

Washington, D.C. 20202-5920

[20 U.S.C. 1232(g); E.C. 49063, 49068, 49069, 49070, 49073]

## **PPRA**

Protection of Pupil Rights Amendment (PPRA) affords parents and pupils who are 18, or emancipated minors, certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to: Consent before pupils are required to submit to a survey that concerns one or more of the following protected areas if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) -

1. Political affiliations or beliefs of the pupil or pupil's parents;
2. Mental or psychological problems of the pupil or pupil's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the pupil or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a pupil out of -

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a pupil, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from pupils for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use -

1. Protected information surveys of pupils;
2. Instruments used to collect personal information from pupils for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum [E.C. 49063 and 49091.14].