

IvyTech Charter School



Board Policies and Administrative Regulations

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Division 0000 - PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS

BP 0000 – VISION

In order to provide a clear focus for District programs, activities and operations, the Governing Board shall adopt a long-range vision that sets direction for the District which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the District's mission or purpose statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

The Director or designee shall recommend an appropriate process for establishing and/or reviewing the District's vision statement which is inclusive of parents/guardians, students, staff and community members.

The Board shall review the District vision statements at least every three (3) years or whenever a new Board member or Director joins the District. Following these reviews, the Board may revise or reaffirm the direction it has established for the District.

The Director or designee shall communicate the District's vision to staff, parents/guardians and the community and shall regularly report to the Board regarding District progress toward the vision.

BP 0100 – PHILOSOPHY

As part of its responsibility to establish a guiding vision for the District, the Governing Board shall develop and regularly review a set of fundamental principles which describes the District's beliefs, values or tenets. The Board and District staff shall incorporate this philosophy in all District programs and activities.

It is the philosophy of the District that:

1. All students can learn and succeed.
2. Every student in the District, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.
3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society.
4. A safe, nurturing environment is necessary for learning.
5. Parents/guardians have a right and an obligation to participate in their child's schooling.
6. The ability of children to learn is affected by social, health and economic conditions and other factors outside the classroom.
7. Early identification of student learning and behavioral difficulties contribute to student success.

8. Students and staff respond positively to high expectations and recognition for their accomplishments.
9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
10. The diversity of the student population and staff enriches the learning experience for all students.
11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.
12. A high level of communication, trust, respect and teamwork among Board members, District staff and the community contributes to effective decision making.
13. The community provides an essential resource to the educational program.
14. Effective communication with all stakeholders helps build support for the schools.
15. Accountability for the District's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of the representative government.

Legal Reference:

EDUCATION CODE

51002 Development of local programs within guidelines

51019 Definition of philosophy

BP 0200 – DISTRICT GOALS AND PRIORITIES

The Governing Board shall adopt long-term goals for achieving the District's overall vision for its schools as well as clear performance standards and benchmarks that can be used to determine the District's progress in meeting these goals. Goals shall be limited in number so as to be reasonably achievable within established timelines. The Superintendent or designee may establish short-term, interim objectives and comprehensive plans to ensure adequate, regular progress towards the District long-term goals.

The IvyTech Charter School will make every effort to help students in terms of their potential to:

1. develop skills in basic subjects that will enable individuals to pursue life-long learning with enthusiasm;
2. think and develop modes of inquiry so that they can function as constructive citizens in a rapidly changing society;
3. become aware of basic concepts, knowledge, and the structure of selected academic areas;
4. develop into conscientious citizens with respect and knowledge for the rights and properties of others;
5. understand the American way of life and accept responsibilities to their country and fellow man and develop an understanding and appreciation of persons belonging to social, cultural, economic and ethnic groups different from their own;
6. develop appreciation and self-expression through literature, art and music;

7. develop good health habits with an understanding of the conditions necessary to maintain good mental, physical and emotional well-being;
8. develop ethical standards of conduct and basic integrity;
9. appreciate and conserve the natural and human resources of their environment;
10. obtain a fundamental background in vocational, avocational and domestic training;
11. employ technology in ways that enhance learning, teaching and non-instructional operations.

Legal Reference:

EDUCATION CODE

51002 Development of local programs within guidelines

51020 Definition of goal

51021 Definition of objective

BP 0300 – COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Governing Board desires to provide a high-quality education for all students, including those with special needs. The Board recognizes that all individuals with special needs have the right to receive a free and appropriate public education.

The District shall provide special education instruction and services for individuals with exceptional needs in accordance with the federal Individuals with Disabilities Education Act. Modifications and/or special services and aids shall also be provided as needed for students who are eligible for services under Section 504 of the federal Rehabilitation Act of 1973, the Americans with Disabilities Act and related federal regulations. In order to meet the needs of individuals with special needs and employ staff with adequate expertise for this purpose, the District participates as a member of the Special Education Local Plan Area (SELPA).

The Director or designee shall extend the District's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this District, with the exception of those that apply to complaints, unless the local plan specifically authorizes the District to operate under its own policies and regulations.

In accordance with selection procedures described in the SELPA plan, the Board shall appoint District representatives to the SELPA's community advisory committee. This committee shall make suggestions for the development, amendment and review of the local plan, recommend annual priorities, promote parent/guardian and community involvement, assist in parent/guardian education, and support activities on behalf of individuals with exceptional needs. (Education Code 56190-56194)

Legal Reference:

EDUCATION CODE

56000-56885 Special Education Programs

GOVERNMENT CODE

*95000-95030 California Early Intervention Services Act
Code of Regulations, Title 5
3000-3082 Regulations governing special education
United States Code, Title 20
1400-1485 Individuals with Disabilities Act
United States Code, Title 29
794 Rehabilitation Act of 1973, Section 504
United States Code, Title 42
12101-12213 Americans with Disabilities Education Act
Code of Federal Regulations, Title 34
99.10-99.22 Inspection, review and procedures for amending education records
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
300.500-300.514 Due process procedures for parents and children
303/1-303.654 Early intervention program for infants and toddlers with disabilities*

BP 0400 – CHARTER TECHNOLOGY PLAN

The Governing Board recognizes that technology can greatly enhance the instructional program as well as the efficiency of Charter and school site administration. The Board also realizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks.

The Director or designee shall develop a plan to address the short and long-term technology needs of the Charter and provide for compatibility of resources for all members of the IvyTech learning community. As a basis for this plan, he/she shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

The Director or designee may appoint a technology committee to assist with the above investigations and terminations.

Legal Reference:

EDUCATION CODE

*10550-10555 Telecommunications
51006 Computer education and resources
51007 Programs to strengthen technological skills; equitable access by students
51865 California distance learning policy
51870-51874 Education Technology
60010 Instructional materials definitions
66943-66948 Distance learning pilot projects*

UNITED STATES CODE, TITLE 20

6801-7005 Technology for Education Act of 1994

BP 0500 – COMPREHENSIVE SAFETY PLAN

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

Each principal or designee shall ensure the development of a site-level plan, in accordance with the law, tailored to the specific concerns of each school. The plan shall take into account the school's staff, available resources and building design, as well as other factors unique to the site.

The school safety plan shall be reviewed and updated annually by March 1 of each year. (Education Code 35294.6)

The Board shall approve the comprehensive school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation.

By October 15 of each year, the Superintendent or designee shall notify the State Department of Education of any schools that have not complied with the requirements of Education Code 35294.1. (Education Code 35294.8)

Legal Reference:

EDUCATION CODE

231.5 Written policy on sexual harassment

32260-32296.9 Interagency School Safety Demonstration Act of 1985

35183 School dress codes; uniforms

35291 Rules

35291.5 School-adopted discipline rules

35294-35294.9 School safety plans

35294.10-35294.15 School Safety Violence Protection Act

48900-48926 Suspension or expulsion

48950 Speech and other communication

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSITUTION

Article 1, Section 28(c) Right to Safe Schools

MANAGEMENT RESOURCES

CSBA Publications

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995 revised 1999

CDE Publications

WEB SITES

CDE, Safe Schools and Violence Prevention Office:
<http://www.cde.ca.gov/spbranch/safety/safetyhome>

BP 0600 – ACCOUNTABILITY

The Governing Board has a responsibility to continually reexamine Charter programs and practices to determine their effectiveness in serving all students. Review and evaluation procedures shall provide a mechanism for ensuring accountability to parents/guardians and the community.

To enable the Board to fulfill these responsibilities, the Director or designee shall identify and/or develop appropriate measures to ensure accountability. These measures shall be integrated and consistent with the state's accountability system and may include, but not be limited to, measures to evaluate student achievement, parent/guardian involvement and other Charter goals.

The Director or designee shall regularly report to the Board regarding progress towards the Charter's vision/direction and goals and the implementation of comprehensive plans. Ongoing Charter processes, such as the Board's evaluation of the Director, policy reviews, curriculum adoption, budget adoption and staff development program, shall also be used to support Charter progress towards achieving the vision/direction.

Opportunities for feedback from students, parents/guardians, staff and community members shall be made available as part of the Charter's review and evaluation process. Evaluation results may be used as a basis for implementing programmatic changes, determining the need for additional support or assistance, awarding incentives or rewards, and establishing other performance-based consequences.

Evaluation results shall be reported to parents/guardians and the community. Each July or as soon as results are released, the Board shall, at its next regularly scheduled meeting, discuss the results of each school's annual ranking on the statewide Academic Performance Index. (Education Code 52056)

Legal Reference:

EDUCATION CODE

33127-33129 Standards and criteria for fiscal accountability

33400-33407 CDE evaluation of District programs

44660-44665 Evaluation of certificated employees

51041 Evaluation of the educational program

52050-52058 Public Schools Accountability Act

CODE OF REGULATIONS, TITLE 5

BP 0650 – SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

The Governing Board views school accountability report cards as an excellent way to inform the community about conditions, needs and progress at each school and to help provide data by which parents/guardians can make meaningful comparisons between schools. In addition, the process of developing the report cards gives the school staff opportunities to review achievements, identify areas for improvement, enlist local support and establish a vision for the future.

The Director or designee shall maintain a process for developing annual report cards for each school site with input from all segments of the school community. After the report cards are issued, the Director or designee shall provide opportunities for staff and the community to discuss their content and strategies for communicating the information contained in the cards to all stakeholders.

Legal Reference:

EDUCATION CODE

33126 School accountability report card

35256 School accountability report card

35256.1 Information on salaries; inclusion

35258 School accountability report card information; internet accessibility

41409 Calculation of statewide averages

41409.3 Salary information required in the school accountability report card

46112 Minimum school day for grades 1, 2 and 3

46113 Minimum school day for grades 4 through 8

46117 Minimum kindergarten school day

46141 Minimum school day (high school)

CALIFORNIA CONSTITUTION

Article 16, Section 8.5(e) Allocations to State School Fund

DIVISION 1000 - COMMUNITY RELATIONS

BP 1000 – CONCEPTS AND ROLES

The Governing Board desires to represent the community and provide leadership in addressing community issues related to education. In order to identify community concerns and enlist support for the schools, the Board shall establish effective two-way communication systems between schools and the community.

Schools, parents/guardians, community members and local organizations must continually collaborate as partners. The Board and the Director or designee shall work together with community and county agencies and organizations to promote and facilitate coordinated services for children, and shall seek to develop partnerships with local businesses.

The Board recognizes that schools are an important community resource and encourages community members to make appropriate use of school facilities. Community members are also encouraged to attend Board meetings, participate in school activities, and take an active interest in issues that affect the schools. The Board and Director or designee shall keep community members well informed about Charter needs and accomplishments and shall ensure that they have opportunities to share in developing educational policies, programs and evaluation processes.

The Board recognizes that its ability to fulfill the community's expectations for a high-quality education program depends on the level of support provided by the state and federal government as well as the community. The Board therefore shall study legislative processes and issues, establish ongoing relationships with state and local leaders and the media, adopt positions on key issues, set priorities for advocacy, and collaborate with other organizations and coalitions in legislative and legal advocacy efforts.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35172 Promotional activities

BP 1100 – CIVILITY POLICY

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful, and orderly way in every interpersonal communication and behavior with the goal

of providing a safe and harassment free environment for our students and staff while maintaining individual rights to freedom of expression.

Examples of uncivil conduct may include, but is not limited to:

1. using an inappropriately loud voice
2. using profane, vulgar, or obscene words or gestures
3. belittling, jeering, or taunting
4. using personal epithets
5. using violent or aggressive gestures or body-language
6. repeatedly and inappropriately interrupting another speaker
7. repeatedly demanding personal attention at inappropriate times
8. purposefully and inappropriately invading personal space
9. purposefully ignoring appropriate communications
10. wrongfully interfering with another person's freedom of movement
11. wrongfully invading another person's private possessions or
12. any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps may occur:

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and uncivil behavior must cease immediately.
2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to the school administration with a written summary of the uncivil behavior and how he/she responded.
4. **Consequence**- If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

BP 1200 – FIELD TRIP POLICY

The School Board adopts this Field Trip Policy and recognizes that field trips sponsored by the Charter School are an important component of a student's personalized learning plan. Besides supplementing and enriching learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their learning to the outside world. Field trips shall be supported fiscally and encouraged as a regular part of the teaching curriculum by the Board and the Charter School.

Authority

1. The Director of Operations, Principal or designee may authorize field trips or excursions in connection with courses of instruction or school-related social, educational, cultural, athletic, or school arts and music activities, to and from places in the state or any other state for pupils enrolled in the Charter School.
2. The parent/guardian and teachers must agree that the educational activity is appropriate for the student and that it supports the student's personalized learning plan.
3. The field trip must conform to all school policies, be approved by the teacher, and have correlating state standards posted prior to the event.

4. **NO REFUND POLICY:** Once field trip sign-ups are completed, instructional funds and parent/guardian payments will not be refunded.

Responsibilities

1. **Board of Directors** - All trips that are conducted outside the service area of the Charter Schools and involve overnight travel shall require the prior approval of the Board.
2. **Field Trip Coordinator** – Each field trip shall have one coordinator in charge of the trip. The Director of Operations/Principal will designate this individual. The field trip coordinator shall be responsible to complete the following:
 - a. Prepare a written field trip request including a complete description of the trip, preferred date, educational objective of the trip, costs and funding for the trip, transportation and chaperone plans, and a safety plan.
 - b. Ensure that all forms are properly completed and permission forms have been collected from the parent/guardian of every participating student prior to departure. Each permission slip must indicate with particularity the exact destination(s), and departure/arrival times for the field trip.
 - c. Chaperones who oversee students without an employee of the school present must meet chaperone requirements including, but not limited to, Megan's Law Database and Live Scan fingerprinting.
 - d. Certificates of insurance are obtained from or issued to any organizations involved in the field trip, if applicable.
 - e. Establish and communicate the expectations for student behavior and staff responsibility for adult chaperones for all trips outside campus, including required equipment and procedures.
3. **Director of Operations/Principal** - As the person responsible for all educational activities, it is the ultimate responsibility of the director of education services to ensure that:
 - a. Out of area and overnight field trip approval requests are sent to the Board at least 30 days prior to the trip
 - b. Chaperone groups and a communication protocol/phone tree in the event of an emergency has been established
 - c. Board approval is acquired prior to the trip
 - d. Field trip permission forms are completed and accessible
 - e. All field trips are supervised by at least one Charter School staff person
 - f. The ratio of adults to students shall be adequate to the activities undertaken, age of the students, and specific requirements of the trip. Ratios of adults to students are 10:1 for drop-off overnight trips for all grade levels, 10:1 for drop-off day trips for students in grades 7-8, and 15:1 for drop-off day trips for students in grades 9-12
 - g. Payment is made on time

Participation

1. Approved participants for the trip shall include only students who are currently enrolled (on the date of the trip), siblings of a participating student, parents/guardians, or other approved adult chaperones, Charter School employees.
2. Field trip attendance is a privilege that may be revoked by the director of Operations/Principal based on student behavior or whose presence on the trip would pose a safety or disciplinary risk.

School-Wide Field Trips

School-Wide Field Trip Procedure:

Definition: A “School-Wide” field trip is a trip coordinated and set-up by the field trip coordinator that is open to any student in the school.

Prior to Trip:

The field trip coordinator will seek approval of the trip from the director of education services, who will ensure enough funding if instructional funds are being used.

1. Field trip coordinator will set-up field trip days/times/costs with the community provider.
2. Field trip coordinator will advertise field trips to the families.
3. Field trip coordinator will submit a PO, instructional learning set-up form, course description, and goals and objectives.
4. Families will seek teacher approval and teachers will contact the coordinator with permission to attend after verifying budgets.
5. Families will submit payment for any private paying siblings or adults to the school by the given deadline with payment being made to the school’s non-profit account.
6. Field trip coordinator will finalize the list of all attendees by creating two lists: one for Charter School students and one for private paying students.
7. Field trip coordinator will encumber budgets and submit to the director of education services at least two weeks prior to the trip.
8. Field trip coordinator will ensure payment to the community provider for Charter School students through the ordering system and all private paying participants through the non-profit account.

After the Trip:

1. Teachers whose students attended the trip will include learning from the field trip description in their assignment and work record.
2. The field trip coordinator will rectify the non-profit account to ensure monies received match monies paid.

Funding

1. No student of the Charter School shall be prevented from participating in a field trip or excursion because of lack of sufficient family funds or a physical disability.
2. Parents/guardians, siblings and approved chaperones attending a specified field trip must pay for their own trip. Cash or Check payments only

Parental/Guardian Notification and Permission

1. Parents/guardians should be notified at least two (2) weeks in advance of day field trips unless there are special circumstances approved by the director of education services.
2. Parents/guardians should be notified at least four (4) weeks in advance of overnight field trips. The purpose of this notice is to inform parents/guardians of any special items, i.e., down sleeping bags, etc. they may need to borrow or purchase in order to outfit their student appropriately and to notify parents/guardians of estimated costs to allow time to budget for their financial contribution.

Records

1. The Charter School office shall maintain field trip records for each trip. Files may include trip approval, itineraries, permission slips, and criminal background (fingerprint) clearance records for adult volunteers.

Safety and First Aid

1. The director of operations/Principal services shall ensure that the field trip coordinator develops plans that provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other Charter School employees and parents/guardians may also be asked to participate in this supervision and be required to attend preparatory training sessions and/or meetings.
2. While conducting a trip, the teacher, employee, or agent of the Charter School shall have the Charter School's first aid kit in their possession or immediately available.
3. Before trips of more than one day, the director of education services or designee shall hold a meeting for staff, parents/guardians, and students to discuss safety and the importance of safety-related rules for the trip. For non-certificated adults who will assist in supervising students on the trip, the director of education services or designee may also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs.

Chaperones

1. If agreement has been reached with the director of operations/Principal, volunteers may chaperone students on field trips if they have complied with all Charter School requirements pertaining to the chaperoning of students. Certificated staff must always remain reasonably proximate to volunteer chaperones.
2. Chaperones must:
 - a. Comply with school volunteer requirements including but not limited to Live Scan fingerprinting (at least 10 days in advance of overnight or out-of-county trips) and Megan's Law Database.
 - b. Be familiar with Charter School policy before attending the field trip.
 - c. Be responsible adults above the age of majority and approved by the field trip coordinator.
 - d. Ensure that no adults or students partake of any alcohol or illegal substances.
 - e. Ensure there will be no smoking on the part of chaperones or students.
 - f. Understand that they share responsibility for the actions of their charges. Any damage inflicted on property or persons will be the responsibility of the students and chaperones of the students that committed the offense. Any agreement to make restitution will be the responsibility of the chaperones.
 - g. Be responsible for ensuring that students on overnight trips are in their rooms at a set curfew time, not roaming the site creating noise or infringing on the rights of other patrons.

Overnight and Out-of-Area Field Trips

In addition to the responsibilities listed above, the following requirements apply to overnight and out of area field trips:

1. For all overnight field trips, the field trip coordinator must prepare a "Request for Overnight Field Trip Form" and submit it to the Board for approval.
2. All overnight field trips must be accompanied by at least one certificated staff person, including athletic field trips.
3. The ratio of adults to students shall be adequate to the activities undertaken, age of the students, and specific requirements of the trip. Recommended ratios of adults to students are 10:1 for overnight trips.
4. If students will be divided into smaller chaperoned groups on the trip, a certificated staff person must remain reasonably proximate to each group throughout the trip.

5. An affirmation that parent/guardian permission forms are on file for all students participating. "The Request for Overnight Field Trip Form" must be signed by the lead chaperone, field trip coordinator, Director of Operations, Principal, or designee, and approved by the Board.

BP 1300 – ACCESS TO PUBLIC RECORDS POLICY

The IvyTech Charter Schools Board of Directors recognizes the right of citizens to have access to public records. The Board intends for schools to provide any person reasonable access to the public records during normal business hours and within the requirements of state and federal law. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

Requests for public records shall be made to the office of Director of Operations, Principal, or designee. The Director of Operations, Principal or designee may then determine the most appropriate employee of IvyTech Charter Schools ("ITCS") to assist in assembling any public records for production.

Any person may request a copy of any public record open to the public and not exempt from disclosure. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other applicable statutes. While a request need not be in writing, if the request is verbal, the requestor will be asked to reduce the request to writing so there is a written record of the records being requested. If the requestor chooses not to reduce the request to writing, the Executive Director or designee shall reduce the request to writing and confirm the request with the requestor. The request for public records must clearly identify the records requested, along with the name and mailing address of the requestor.

If the Director of Operations, Principal, or designee denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Director of Operations, Principal, or designee shall do all the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified.
 - If after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Director of Operations, Principal, or designee is still unable to identify the information, this requirement will be deemed satisfied.
2. Describe the information technology and physical location in which the records exist.
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought.

Provisions of the California Public Records Act (Government Code Section 6250 *et seq.*) shall not be construed to delay access for purposes of inspecting or receiving copies of records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial.

ITCS may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication, has been set by the Board of

Directors at \$.10 per page. The direct cost of duplication includes the pro rata expense of the copying equipment used and the pro rata expense in terms of staff time required to produce the copy. It does **not** include the cost of locating, retrieving, or inspecting records.

When a request requires data compilation, the Requestor shall bear the cost of producing a copy of the record, including the cost to construct a record, and the cost of programming and computer services. The Requestor shall also bear the direct cost if unique software is needed to process the request. Respondent will provide an estimated cost for the request to the Requestor and will follow-up with an itemization of the actual costs when actual costs are determined.

Requests to waive associated fees related to the direct cost of duplication shall be submitted to the Director of Operations, Principal, or designee.

In response to a request for public records sent or received on an employee's personal devices or accounts, ITCS shall disclose all public records that can be located with reasonable effort and that are otherwise subject to disclosure under the California Public Records Act. ITCS's search for such public records shall be reasonably calculated to locate responsive documents. To fulfill such a request for public records, employees of ITCS may be asked to search for and disclose all responsive disclosable public records maintained on the employee's personal devices or accounts.

Within ten (10) days of receiving any request for a copy of records, Director of Operations, Principal, or designee shall determine whether the request seeks copies of disclosable public records in the possession of ITCS, shall promptly inform the person making the request of ITCS's intent to comply with the request, and shall indicate the date that the disclosable public records shall be made available.

In unusual circumstances, the Director of Operations may extend the 10-day time period for an additional 14 days by providing written notice to the requestor and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request, the following:

1. The need to search for and collect the requested records from field facilities or other locations that are separate from the office processing the request.
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request.
3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request, or among two or more components of ITCS having substantial subject matter interest therein.

4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

If an inspection is requested, any person shall have reasonable access, at a mutually agreeable time, during normal business hours, to the public records of IvyTech Charter Schools within the requirements of state law. However, if records are not readily available, or if portions of the records to be inspected must be redacted to protect exempt material, then IvyTech Charter Schools must be given a reasonable period of time to perform these functions prior to inspection. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

BP 1350 – MEDIA RELATIONS

The Governing Board respects the public's right to information and recognizes that the media significantly influences the public's understanding of school issues and can greatly assist the Charter in informing the community about school programs and issues. Media representatives are welcome at all Board meetings and shall receive meeting announcements and agendas upon request.

The Director or designee shall develop a plan for proactive communications with the media. The Director or designee and principal or designee of each school may provide the media with information related to Charter programs and needs, student awards, school accomplishments and events of special interest. The Charter shall not release information which is private or confidential as identified by law and Board policy or administrative regulation.

Media representatives shall register immediately upon entering any school building or grounds when school is in session.

Media representatives who wish to interview or photograph students at school are strongly encouraged to make prior arrangements with the principal so as to facilitate smooth operations, prevent delay, and preclude the possibility of disturbances on campus. This also allows the principal to arrange for interview times that will not interfere with the students' class attendance. The Charter shall not impose restraints on students' rights to speak freely with media representatives at times which do not disrupt the educational program. At their discretion, parents/guardians may instruct their children not to communicate with media representatives.

Legal Reference:

EDUCATION CODE

32210 Willful disturbance of public school or meeting

32211 Threatened disruption or interference with classes

32212 Classroom interruptions

35144 Special meetings

35145 Public meetings; posting of agenda
35145.5 Agenda; public participation
35146 Closed sessions
35160 Authority of governing boards
35172 Promotional activities

PENAL CODE

627-627.10 Access to school premises
Attorney General Opinions
95 Ops. Cal. Atty. Gen., 509 (1996)

BP 1400 – SCHOOL CONNECTED ORGANIZATIONS

The Governing Board recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting the Charter's educational and extracurricular programs. The Board appreciates the contributions made by such organizations toward the Board's vision for student learning and for providing all district students with high-quality educational opportunities.

(cf. 0200 - Goals for the School District)

(cf. 6020 - Parent Involvement)

Persons proposing to establish a school-connected organization shall submit a request to the Board for authorization to operate within the at the school.

A school-connected organization, including a booster club, parent-teacher association or organization, or other organization that does not include an associated student body or other student organization, shall be established and maintained as a separate entity from the school or district. Each school-connected organization shall be subject to its own bylaws and operational procedures or to the rules or bylaws of its affiliated state or national organization, as applicable. In addition, activities by school-connected organizations shall be conducted in accordance with law, Board policies, administrative regulations, and any rules of the sponsoring school.

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 6145 - Extracurricular and Cocurricular Activities)

The Director or designee shall establish appropriate rules for the relationship between school-connected organizations and the Charter.

A school-connected organization shall obtain the written approval of the Director or designee prior to soliciting funds upon the representation that the funds will be used wholly or in part for the benefit of the school or the students at that school. (Education Code 51521)

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 1330 - Use of School Facilities)

(cf. 3452 - Student Activity Funds)

A school-connected organization may consult with the principal to determine school needs and priorities. Any participation in fundraising activities by students and their parents/guardians and/or any donation of funds or property shall be voluntary. (Education Code 49011)

(cf. 3260 - Fees and Charges)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

35160 Authority of governing boards

38130-38138 Civic Center Act, use of school property for public purposes

48931 Authorization for sale of food by student organization

48932 Authorization for fund-raising activities by student organization

49011 Student fees

49431-49431.7 Nutritional standards

51520 Prohibited solicitation on school premises

51521 Fund-raising project

BUSINESS AND PROFESSIONS CODE

17510-17510.95 Solicitations for charitable purposes

25608 Alcohol on school property; use in connection with instruction

GOVERNMENT CODE

12580-12599.7 Fundraisers for Charitable Purposes Act

PENAL CODE

319-329 Lottery, raffle

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

15500 Food sales in elementary schools

15501 Food sales in high schools and junior high schools

15575-15578 Requirements for foods and beverages outside the federal meals program

CODE OF REGULATIONS, TITLE 11

300-312.1 Fundraising for charitable purposes

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

CODE OF FEDERAL REGULATIONS, TITLE 7

210.11 Competitive food services

220.12 Competitive food services

COURT DECISIONS

Serrano v. Priest, (1976) 18 Cal. 3d 728

Management Resources:

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS
2015 ASB Accounting Manual, Fraud Prevention Guide and Desk Reference

BP 1500 – VISITORS

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Director, Principal, or designee shall establish procedures that facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.

Safe Haven Policies

- ITCS shall provide a safe, secure, and peaceful learning environment for all students and staff.
- ITCS defines protected areas to include its schools, official activities of its school, including those occurring in public places and adjacent areas, and all of ITCS's property, including but not limited to facilities leased by the school.

Registration and Access Control

No outsider shall enter or remain on school grounds of ITCS during school hours without having registered with the Director, Principal, or designee. Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. The principal or designee may provide a visible means of identification for all individuals while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the Charter's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Requests for Information or Access for Immigration Enforcement

In accordance with AB-49 and the California Department of Justice Guidance, school officials shall request identification and a written statement from immigration enforcement officers.

Access to nonpublic areas (like classrooms) requires a valid judicial warrant or court order. Disclosure of student information is prohibited without a judicial warrant or court order. Additionally, the school shall require written parental consent before releasing any information.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Director or designee anytime he/she gives such written permission.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)

Legal Reference:

EDUCATION CODE

32210 Willful disturbance of public school or meeting

32211 Threatened disruption or interference with classes; misdemeanor

32212 Classroom interruptions

35160 Authority of governing boards

35292 Visits to schools (board members)

49091.10 Parental right to inspect instructional materials and observe school activities

51101 Parent Rights Act of 2002

51512 Prohibited use of electronic listening or recording device

EVIDENCE CODE

1070 Refusal to disclose news source

LABOR CODE

230.8 Discharge or discrimination for taking time off to participate in child's educational activities

PENAL CODE

290 Sex offenders

626-626.10 Schools

626.81 Misdemeanor for registered sex offender to come onto school grounds

627-627.10 Access to school premises, especially:

627.1 Definitions

627.2 Necessity of registration by outsider

627.7 Misdemeanors; punishment

AR 1500 – STANDARD VISITORS & IMMIGRATION ENFORCEMENT PROCEDURES

1. Standard Visitor Check-In Procedures

All visitors, including law enforcement and government officials, must comply with the following entry protocols:

- a. **Mandatory Registration:** Every visitor shall register at the front office immediately upon entering school grounds when school is in session.
- b. **Identification:** Visitors must present a valid government-issued photo ID and provide their name, address, and purpose for the visit.
- c. **Access Badges:** Visitors must wear a visible identification badge at all times while on campus.
- d. **Check-Out:** All visitors must sign out through the front office before departing.

2. Specific Procedures for Immigration Enforcement (AB-49)

If an officer or employee from an agency conducting immigration enforcement (e.g., ICE or CBP) seeks access to the school site:

- a. As early as possible, school personnel shall notify the Director, Principal, or designee of any request by any officer seeking access to the school site, or any student to conduct immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints, warrants, etc.).
- b. Personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration enforcement purposes:
 - i. Advise the officer that, before proceeding with their request, and absent exigent circumstances, school personnel must first receive notification and direction from the Director, Principal, or designee.
 1. Ask to see, and make a copy of or note, the officer's credentials (name and badge number).
 2. Ask for and copy or note the phone number of the officer's supervisor.
 3. Ask the officer for their reason for being on school grounds and document it.
 4. Ask the officer to produce any documentation that authorizes school access.
 5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
 - ii. If the officer **declares that exigent circumstances exist** and demands immediate access to the campus, ITCS personnel should comply with the officer's orders and immediately contact the Director, Principal, or designee.
 - iii. If the officer **does not declare that exigent circumstances exist**, respond according to the requirements of the officer's documentation. If the officer has:
 1. **ICE (Immigrations and Customs Enforcement) Administrative Warrant** ITCS personnel shall inform the officer that they cannot consent to any request without first consulting with ITCS's legal counsel.
 2. **Federal Judicial Warrant**, prompt compliance with such a warrant is usually legally required. If feasible, consult with ITCS's legal

counsel or designated administrator before providing the agent access to the person or materials specified in the warrant.

3. **Subpoena** for production of documents or other evidence; immediate compliance is not required. Therefore, ITCS personnel shall inform their legal counsel or other designated official of the subpoena and await further instructions on how to proceed.
- iv. After the encounter with the officer, ITCS personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 1. List or copy of the officer's credentials and contact information;
 2. Identity of all school personnel who communicated with the officer;
 3. Details of the officer's request;
 4. Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
 5. ITCS personnel's response to the officer's request;
 6. Any further action taken by the agent; and
 7. Photo or copy of any documents presented by the agent.
- c. **Parental Notification:** The school must notify parents/guardians and school personnel of the presence of immigration enforcement on campus as soon as possible.
- d. **Student Privacy:** Staff shall not disclose student education records or personal information (such as travel schedules or addresses) to immigration officers without written parental consent or a judicial warrant.
 - i. ITCS personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.
 - ii. ITCS personnel shall immediately notify the student's parents or guardians if an officer or employee of an agency requests or gains access to a student for immigration enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.
- e. Notification is required to families (unless prohibited by warrant), the Governing Board, and the Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding immigration enforcement access attempts. If a parent is detained, the school should use emergency contact information before contacting Child Protective Services.

3. Mandatory Staff Training Protocols

Per AB-49, the school shall implement regular training for all personnel, with an emphasis on front-office staff. Training must cover:

- a. **Legal Protections:** Awareness that all students have a right to a free public education regardless of immigration status (*Plyler v. Doe*).

- b. Standardized Responses: Step-by-step instructions on how to interact with immigration officers, including verifying judicial warrants and refusing consent for searches without legal authorization.
- c. FERPA & Privacy: Training on student privacy laws and the prohibition against sharing "potentially identifying information" with enforcement agencies.
- d. Reporting Requirements: Procedures for reporting access attempts to the Governing Board and the California Department of Justice (immigration@doj.ca.gov).

4. Documentation & Compliance

The school shall maintain a log of all law enforcement requests for access.

BP 1600 – COMPLAINTS ABOUT THE SCHOOL

The complaining party should meet with the person most closely associated with the problem. The problem should be discussed on an informal basis. If a mutually acceptable resolution is not found, the complaining party is to meet with the supervisor of the party most closely associated with the problem. If the supervisor and the complaining party are unable to find resolution, the complaint shall be stated in writing and forwarded to the Director with appropriate documentation of steps taken to find a resolution.

The supervisor shall answer the complaint and send a copy to the complaining party and the Director. If the complaining party is not satisfied with the supervisor's decision, the complaining party may appeal the complaint to the Director, who shall answer the complaint. If the complaining party is not satisfied with the Director's decision, the complaining party may appeal the complaint to the Board.

The Board may elect to hear the complaint. If so, the Board will have a hearing with the complaining party in Closed Session only if appropriate for the complaint. The Board's decision shall be final. All complaints submitted by way of the Charter adopted Complaint Form will be processed in an expeditious manner. The processing of any complaint at any level will not exceed thirty (30) calendar days from the date received.

This institution is an equal opportunity provider.

Legal Reference:

EDUCATION CODE
35146 Closed sessions

BP 1610 – COMPLAINTS CONCERNING EMPLOYEES

The Governing Board accepts responsibility for providing a means by which the public can hold employees accountable for their actions. The Board desires that complaints be resolved expeditiously without disrupting the educational process.

The Director or designee shall develop regulations which permit the public to submit complaints against Charter employees in an appropriate way. These regulations shall protect the rights of involved parties. The Board may serve as an appeals body if the complaint is not resolved.

The Board prohibits retaliation against complainants. The Director or designee, at his/her discretion, may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint. The Charter will not investigate anonymous complaints unless it so desires.

This institution is an equal opportunity provider.

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

GOVERNMENT CODE

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

PENAL CODE

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

CDE LEGAL ADVISORIES

0910.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site (LO:4-93)

BP 1620 – COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS

The Governing Board takes great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students, their parents/guardians or other community residents.

The Director or designee shall establish procedures which will permit proper consideration of any complaints against the use of any instructional materials, including textbooks, supplementary textbooks, library books, and other instructional materials and equipment.

The Board believes the Director and staff are well qualified to consider complaints concerning instructional materials. Complainants are advised to consider and accept the Director or designee's decision as final. However, if the complainant finds the decision of the Director or designee unsatisfactory, he/she may request that the matter be placed on the agenda of a regular Board meeting.

The Board's decision in any such case will be based on educational suitability and will not be influenced by a desire to suppress information or deny students access to ideas with which the Board disagrees.

Legal Reference:

EDUCATION CODE

18111 Exclusion of books by governing board

35010 Control of district; prescription and enforcement of rules

60000 Power of governing board to select instructional materials

60040-60047 Content requirements for instructional materials

60200-60206 Elementary school materials – selection and adoption

60002 Involvement of teachers, parents and community in instructional material selection

60400 Secondary school textbooks – selection and adoption

BP 1630 – UNIFORM COMPLAINT PROCEDURES

The Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8498)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content, when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met (Education Code 51228.1-51228.3)
10. Discrimination, harassment (including but not limited to sex-based harassment, sexual violence or harassment based on a protected characteristic), intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's

actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school, migrant students, and immigrant students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
23. Any other state or federal education program the Superintendent of Public Instruction or designee deems appropriate.

Scope and Definitions Related to Unlawful Discrimination Complaints

The district will review and address any report or complaint of unlawful discrimination involving a student, employee or third party against another student, employee or third party. Specifically:

1. Any sex-based harassment or sexual violence report or complaint involving a student complainant or a student respondent shall be addressed through BP 5145.7 and the Uniform Complaint Procedures. Any other report or complaint of unlawful discrimination involving a student complainant or a student respondent shall be addressed through BP/AR 5145.3 and the Uniform Complaint Procedures.
2. Any unlawful discrimination report or complaint, including sex-based harassment or sexual violence complaints, between employees or between employees and third parties, but **not** involving student complainants or student respondents, shall be addressed through BP/AR 4119.11/4219.11/4319.11 and AR 4031.
3. Any unlawful discrimination report or complaint, including sex-based harassment or sexual violence complaints, between third parties which took place in the educational setting shall be referred to the Director to determine how to appropriately address the complaint.

4. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student ([Education Code 222](#))
5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)
6. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan ([Education Code 52075](#)) (*cf. 0460 - Local Control and Accountability Plan*)
7. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code [48853](#), [48853.5](#), [49069.5](#), [51225.1](#), [51225.2](#))
8. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code [51225.1](#), [51225.2](#))
9. Any complaint alleging district noncompliance with the requirements of Education Code [51228.1](#) and [51228.2](#) that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions ([Education Code 51228.3](#))
10. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code [51210](#), [51223](#))
11. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
12. Any other complaint as specified in a charter policy

A “report” or “complaint” is defined as any oral or written communication to a school employee or administrator which alleges behavior or misconduct that may constitute unlawful discrimination. A report or complaint may include an oral report, an email, a text message or other message conveyed to a school employee or administrator. The report or complaint does not have to be on a particular form or use specific words to identify the law which may have been violated.

A “third party” is defined as someone who is connected to the school or the district for educational, business or extra-curricular purposes. For example, a third party may include a vendor; volunteer; coach; or other person who is on school grounds during the hours of operation or who is present in the educational setting.

“Educational setting” includes all educational programs and activities of the school, including all the academic, educational, extracurricular, athletic, and other programs and activities of the school, whether those programs or activities take place in a school’s facilities, on a school bus, or at a class or training program sponsored by the school at another location.

Retaliation and Confidentiality

The Board prohibits any retaliatory behavior or action against any person who reports, testifies about, files a complaint, or otherwise participates in a district complaint, investigation, or grievance process under the UCP. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant. An individual who believes they have been subjected to retaliation defined herein may also file a complaint under the UCP. The Charter shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Director or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained, such as when the district has a duty to share parties’ identifying information as necessary to gather a response in the complaint, in order to take subsequent corrective action if misconduct is found to have occurred, and/or to conduct ongoing monitoring. When a complainant requests confidentiality, the Principal or the Director shall notify the complainant that the request may limit the charter’s ability to investigate the harassment or take the necessary action. An intentional breach of a complainant’s confidentiality by a student or employee may be considered a violation of this policy or a retaliatory act.

When an allegation that is not subject to UCP is included in a UCP complaint, the charter shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the charter’s UCP.

The Director or designee shall provide training to staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Director or designee shall maintain records of all UCP complaints, the investigations of those complaints, and the resolution of the complaints in confidential complaint files for a minimum of two years. All such records shall be maintained and/or destroyed in accordance with applicable state law and district policy.

Non-UCP Complaints

The following complaints shall not be subject to the Charter’s UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611) However, the Charter may still be obligated to address and investigate any complaint alleging child abuse or neglect of a student by an employee or third party which took place in the educational setting.

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator. (5 CCR 4611)
3. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
4. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, or a due process hearing order shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)
5. Any complaint alleging noncompliance of the charter's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
6. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
7. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. ([Education Code 35186](#))

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments
4. Deficiency in the district's provision of instruction and/or services to any student who, by the completion of grade 12, has not passed one or both parts of the high school exit examination.

Supportive Measures

Upon the receipt of an informal or formal complaint of sex-based harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sex-based harassment, and explain the process for filing a formal complaint of sex-based harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sex-based harassment or where no formal complaint of sex-based harassment has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sex-based harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Charter School to provide the supportive measures.

Investigation and Response

Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent/guardian, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator or administrative designee will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sex-based harassment, the following grievance procedures will apply:

1. Notice of the Allegations

- a. Upon receipt of a formal complaint of sex-based harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - i. A description of the allegations of sex-based harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sex-based harassment, and the date and location of the alleged incident;
 - ii. A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - iii. A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - iv. A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

2. Emergency Removal

- a. Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sex-based harassment grievance process in accordance with Charter School's policies.
- b. Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sex-based harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- c. This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

3. Informal Resolution

- a. If a formal complaint of sex-based harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:
 - i. Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sex-based harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - ii. Obtain the parties' advance voluntary, written consent to the informal resolution process.
- a. Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

4. Investigation Process

- a. The decision-maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- b. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- c. The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- d. The parties will not be prohibited from discussing the allegations under

- investigation or to gather and present relevant evidence.
- e. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - f. Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - g. The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
5. Dismissal of a Formal Complaint of Sex-based harassment
- a. If the investigation reveals that the alleged harassment did not occur in Charter School's educational program or would not constitute sex-based harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.
 - b. Charter School may dismiss a formal complaint of sex-based harassment if:
 - i. The complainant provides a written withdrawal of the complaint to the Coordinator;
 - ii. The respondent is no longer employed or enrolled at Charter School; or
 - iii. The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - c. If a formal complaint of sex-based harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
6. Determination of Responsibility
- a. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - b. Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - i. The allegations in the formal complaint of sex-based harassment;
 - ii. All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - iii. The findings of facts supporting the determination;
 - iv. The conclusions about the application of Charter School's code of conduct to the facts;
 - v. The decision and rationale for each allegation;
 - vi. Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - vii. The procedures and permissible bases for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this policy, knowingly make false statements or knowingly submit false information during the grievance process may be

subject to disciplinary action up to and including expulsion from Charter School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Charter School in response to a formal complaint of sex-based harassment.

Right of Appeal

Should the reporting individual find Charter School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Executive Director, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sex-based harassment:

- a. The complainant and the respondent shall have the same appeal rights and Charter School will implement appeal procedures equally for both parties.
- b. Charter School will notify the other party in writing when an appeal is filed.
- c. The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Recordkeeping

All records related to any investigation of complaints under this policy are maintained in a secure location.

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

- a. Records of each sex-based harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- b. Records of any appeal of a formal sex-based harassment complaint and the results of that appeal.
- c. Records of any informal resolution of a sex-based harassment complaint and the results of that informal resolution.
- d. All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- e. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sex-based harassment.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sex-based harassment, Charter School will utilize the following grievance procedures in addition to its UCP when applicable.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene when it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.

Any student who believes they have been subject to misconduct prohibited by this policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator.

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. Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the program 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.

The Charter School acknowledges and respects every individual's right to privacy. All reports 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 keeping the identity of the reporter 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.

The Charter School 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 grievance using the procedures set forth in this policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sex-based 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 staff and any individuals designated as a coordinator, investigator, or decision-maker will receive sex-based harassment training and/or instruction concerning sex-based harassment as required by law.

Legal Reference:

EDUCATION CODE

[200-262.4 Prohibition of discrimination](#)

[8200-8498 Child care and development programs](#)

[8500-8538 Adult basic education](#)

[18100-18203 School libraries](#)

[32289 School safety plan, uniform complaint procedure](#)

[35186 Williams uniform complaint procedure](#)

37254 Intensive instruction and services for students who have not passed exit exam

41500-41513 Categorical education block grants
[48985 Notices in language other than English](#)
49010-49013 Student fees
[49060-49079 Student records](#)
[49490-49590 Child nutrition programs](#)
[52160-52178 Bilingual education programs](#)
[52300-52490 Career-technical education](#)
[52500-52616.24 Adult schools](#)
[52800-52870 School-based coordinated programs](#)
[54000-54028 Economic impact aid programs](#)
54100-54145 Miller-Unruh Basic Reading Act
[54400-54425 Compensatory education programs](#)
[54440-54445 Migrant education](#)
[54460-54529 Compensatory education programs](#)
[56000-56867 Special education programs](#)
[59000-59300 Special schools and centers](#)
[64000-64001 Consolidated application process](#)

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act

CODE OF REGULATIONS, TITLE 5

3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

PENAL CODE

[422.6 Interference with constitutional right or privilege](#)

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972
6301-6577 Title I basic programs
6601-6777 Title II preparing and recruiting high quality teachers and principals
6801-6871 Title III language instruction for limited English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283g Title V promoting informed parental choice and innovative programs
7301-7372 Title V rural and low-income school programs

AR 1640 – WILLIAMS UNIFORM COMPLAINT PROCEDURES

The charter shall use the following procedures described in this administrative regulation only to investigate and resolve complaints when the complainant alleges that any of the following has occurred: ([Education Code 35186](#); 5 CCR 4680-1, 4682, 4683)

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that:
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or charter-adopted textbooks or other required instructional materials to use in class.
 - b. A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
 - c. Textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
(*cf. 6161.1 - Selection and Evaluation of Instructional Materials*)
 - d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that:
 - a. A semester begins and a teacher vacancy exists.
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner in the class.
(*cf. 4112.22 - Staff Teaching Pupils of Limited English Proficiency*)
3. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester.
([Education Code 35186](#); 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. ([Education Code 35186](#); 5 CCR 4600)
(*cf. 4112.2 - Certification*)
(*cf. 4113 - Assignment*)

4. Complaints regarding the condition of school facilities, including any complaint alleging that:
 - a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to or staff; structural damage creating a hazardous or uninhabitable condition, or any other condition deemed appropriate. ([Education Code 17592.72](#))

5. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. ([Education Code 35292.5](#))

Open restroom means the school has kept all restrooms open during school hours when students are not in classes. This does not apply when the temporary closing of the restroom is necessary for student safety or to make repairs. ([Education Code 35292.5](#))

(cf. 3514- Environmental Safety)

(cf. 3517- Facilities Inspection)

Filing of Complaint

A complaint alleging any condition(s) specified in the section "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Director or designee in a timely manner, but not to exceed 10 working days. ([Education Code 35186](#); 5 CCR 4680)

Investigation and Response

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. ([Education Code 35186](#); 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her at the mailing address indicated on the complaint form within 45 working days of the initial filing of the complaint. At the same time, the principal or designee shall report the same information to the Superintendent or designee. ([Education Code 35186](#); 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. ([Education Code 35186](#))

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Board of Education at a regularly scheduled meeting. ([Education Code 35186](#); 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in the section "Types of Complaints" item #3a above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. ([Education Code 35186](#); 5 CCR 4687)

All complaints and written responses shall be public records. ([Education Code 35186](#); 5 CCR 4686)

Reports

On a quarterly basis, the Director or designee shall report, to the Board at a regularly scheduled public Board meetings and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. ([Education Code 35186](#); 5 CCR 4686)

Forms and Notices

The Director or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the charter's complaint form in order to file a complaint. ([Education Code 35186](#); 5CCR 4680)

The Director or designee shall ensure that the charter's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. ([Education Code 35186](#))

The Director or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. ([Education Code 35186](#))

Legal Reference:

EDUCATION CODE

[234.1 Prohibition of discrimination, harassment, intimidation, and bullying](#)

[1240 County superintendent of schools, duties](#)

[17592.72 Urgent or emergency repairs. School Facility Emergency Repair Account](#)

[33126 School accountability report card](#)

[35186 Williams uniform complaint procedure](#)

[35292.5 Restrooms, maintenance and cleanliness](#)

[48985 Notice to parents in language other than English](#)

[60119 Hearing on sufficiency of instructional materials](#)

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4680-4687 Williams uniform complaint procedures

AR 1700 – COVID-19 SAFE REOPENING AND OPERATION OF SCHOOLS

The School Board adopts this COVID-19 Safe Reopening and Operations of Schools. The health and safety of all students, teachers, staff, and the school community are of primary importance. The Board of Directors of the School has broad authority to take all measures necessary to ensure the safe operation of schools, including, but not limited to, implementing safety measures, distance learning, and eliminating technological disparities.

The school recognizes that the safe reopening and operation of schools must take into consideration health and safety measures provided by national, state, and local health officials, and will be largely dependent on local public health conditions.

For schools to safely reopen and allow students, teachers, and staff to reconvene in-person services, protective measures must be taken, and all staff and offices shall be required to follow recommended sanitation protocols in accordance with published guidelines and practice physical distancing. Schools shall take measures to limit in-person access and detect sources of COVID-19 or other infectious diseases.

The use of face coverings is required for students in grades 7 through 12. Continuing use of face coverings shall be consistent with the California Department of Public Health (CDPH), and other local and state school reopening guidelines. Students who do not have personal face coverings shall be provided with face coverings by the school at no cost. Guidelines shall be developed for the use of face coverings by all students including those with special needs and have identified medical concerns. Measures shall be taken to avoid and mitigate any unintended consequences of implementing any safety precautions.

Staff shall be required to wear face coverings when engaging with students, staff, or community members for their own protection, and to protect the health and safety of students and other staff members. Personal protective equipment (PPE) shall be required for specific job functions and distributed to staff in accordance with board policies, and laws.

Students and staff who exhibit signs or symptoms of COVID-19 shall self-quarantine for 10 days and are further prevented from participating in any in-person activity or meeting until it is medically safe for them to return. Students who are unable to meet with staff as a result of COVID-19 shall continue to receive instruction and support.

Decisions concerning school closure, whether full or partial, shall be made in consultation with local health officials and in accordance with state guidelines.

Annual notification shall be provided to parents advising them of health and safety requirements for students to return to in-person activities. Parents, teachers, and staff shall receive training and information on COVID-19 and preventative practices. It is the policy of the Board of Directors of the School that all teachers and staff shall be responsible for ensuring adherence to the policies of the school for the safe reopening and operation consistent with all laws, regulations, and policies.

DIVISION 2000 - ADMINISTRATION

BP 2000 – CONCEPTS AND ROLES

The Board of Education recognizes that district administration performs essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of non instructional operations. The Director or designee may make decisions concerning district operations within the parameters of law and Board policy.

The Director shall provide leadership in developing administrative regulations and organizational structures, decision-making processes, and staff action plans that allow the district to fulfill its vision and goals. The Board also expects the Director to help shape the culture and environment of the district in a manner that focuses district operations on enhancing student achievement, encourages positive relationships within the community, and instills confidence in district schools.

The Board and Director shall work together as a team in the exercise of Charter governance. The Board and Director shall establish protocols that describe how the governance team will operate, including, but not limited to, agreements regarding Board meeting operations and communications between the Director and the Board.

Because the Director is the only district employee who is directly selected and evaluated by the Board, the Board has a responsibility to ensure that the Director possesses the skills and attributes that best meet the needs of the district.

The Board and Director shall agree upon a system for evaluating the Director, including the evaluation criteria, method, evaluation instrument, process, and timeline.

The Director may delegate to other district staff any duties imposed upon him/her by the Board. This delegation shall not relieve the Director of responsibility for actions taken by his/her designees.

BP 2100 – DIRECTOR RESPONSIBILITIES AND DUTIES

The Board of Education desires to establish a productive working relationship with the Director and to ensure that the work of the Director is focused on student learning and achievement and the attainment of the Charter's vision and goals. The Board also desires to provide a fair basis for holding the Director accountable. The responsibilities of the Director are detailed in law, in the Director's contract, and throughout Board policies and administrative regulations.

The Board shall clarify expectations and goals for the Director at the beginning of every evaluation year.

As the chief executive officer of the Charter, the Director shall implement all Board decisions and manage the instructional and non instructional operations of the schools. The Director also serves as a member of the Charter's governance team and has responsibilities to support Board operations and decision making.

The Director may delegate any of his/her responsibilities and duties to other Charter staff, but he/she remains accountable to the Board for all areas of operation under the Director's authority.

BP 2200 – DIRECTOR GOVERNANCE STANDARDS

The Board of Education recognizes that effective district governance requires strong collaboration and teamwork with the Director. Because the Board and Director each have their unique roles and responsibilities, both contribute to the responsible governance of the Charter and the quality of education provided to the community's students.

The Director is expected to hold himself/herself to the highest standards of ethical conduct and professionalism.

To support the Board in the governance of the district, the Director:

1. Promotes the success of all students and supports the efforts of the Board to keep the Charter focused on learning and achievement.
2. Values, advocates and supports public education and all stakeholders.
3. Recognizes and respects the differences of perspective and style on the Board and among staff, students, parents/guardians and the community and ensures that the diverse range of views inform Board decisions.
4. Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
5. Serves as a model for the value of lifelong learning and supports the Board's continuous professional development.
6. Works with the Board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.
7. Recognizes that the Board/Director governance relationship is supported by the management team of the Charter.
8. Understands the distinctions between Board and staff roles, and respects the role of the Board as the representative of the community.
9. Understands that authority rests with the Board as a whole; provides guidance to the Board to assist in decision-making; and provides leadership based on the direction of the Board as a whole.
10. Communicates openly with trust and integrity, including providing all members of the Board with equal access to information and recognizing the importance of both responsive and anticipatory communications.
11. Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the Charter.

BP 2300 – DIRECTOR'S CONTRACT

The Board of Education believes that the Director's employment contract should outline the framework through which the Board and Director will work together as a governance team to achieve Charter goals and objectives. When approving the Director's employment contract, the Board shall consider the value of stability in Charter administration, the best use of Charter resources, and the Board's duty to ensure accountability to the public for the performance of the Charter.

The Board may designate a representative to negotiate with the Director on its behalf and shall consult legal counsel to draft the contract document. The contract, at a minimum, may include the following:

1. Term of the contract, which shall be for no more than four years pursuant to Education Code 35031.
2. Length of the work year and hours of work.
3. The salary, health and welfare benefits, and other compensation for the position, including a statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board.
4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff.
 - a. The contract may also address payment for professional dues and activities, the district's provision of cell phones or other technological devices, and the use of a personal vehicle.
5. Vacation, illness and injury leave, and personal leaves.
6. Professional development.
7. General duties and responsibilities of the position.
8. The criteria, process, and procedure for annual evaluation of the Director.
9. A statement that there shall be no automatic renewal or extension of the contract, although the Board can enter into a new contract with the Director prior to the expiration of the existing contract.
10. Timeline for providing written notice to the Director if the Board does not wish to enter into a new contract, which shall be at least 45 calendar days in advance of the expiration of the term of the contract pursuant to Education Code 35031, and the responsibility of the Director to remind the Board in writing and in a timely manner of the requirement to give notice.
11. Conditions and process for termination of the contract, including the maximum cash settlement that the Director may receive if the contract is terminated prior to its expiration date.
12. Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Director in the Director's official capacity in the performance of employment-related duties.

The Board may deliberate about the terms of the contract in closed session at a regular meeting. However, discussions regarding salary, salary schedule, or other compensation may occur in the closed session of a regular meeting only between the Board and its designated representative(s), as permitted by Government Code 54957.6 (the "labor exception"), for the purpose of reviewing the Board's position and/or instructing the designated representative(s) prior to or during bona fide negotiations with the current or prospective Director. Such deliberations shall not be held during a special meeting. (*Government Code 54956, 54957, 54957.6*)

The Board may consult with Charter legal counsel prior to holding a closed session with the designated representative(s) to discuss compensation to be paid to the current or prospective Director.

Terms of the contract shall remain confidential until the ratification process commences.

The Board shall take action on the Director's contract during an open session of a regularly scheduled Board meeting, and that action shall be reflected in the Board's minutes. At that meeting, prior to taking action, the Board shall orally report a summary of the recommendation for the final action on the Superintendent's salary or compensation in the form of fringe benefits. *(Government Code 3511.1, 53262, 54953)*

Copies of the contract and other public records created or received in the process of developing the recommendation related to the Director's salary, benefits, and other compensation shall be available to the public upon request. *(Government Code 53262, 54953)*

Termination of Contract

Prior to the expiration of the contract, the Board may terminate the Director's employment contract in accordance with law and applicable contract provisions.

In such an event, the maximum cash settlement that the Director may receive upon termination of the contract shall not exceed the Director's monthly salary multiplied by the number of months left on the contract or the Director's monthly salary multiplied by 12, whichever is less. *(Government Code 53260)*

The cash settlement shall not include any noncash items other than health benefits, which may be continued for the same duration of time as covered in the settlement or until the Director finds other employment, whichever occurs first. *(Government Code 53260, 53261)*

However, when the termination of the Director's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Director has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, no cash or noncash settlement of any amount shall be provided. *(Government Code 53260)*

In addition, if the Director is convicted of a crime involving an abuse of office or position, the Director shall reimburse the Charter for payments received as paid leave salary pending investigation or as cash settlement upon termination, and for any funds expended by the Charter in defending the Director against a crime involving the Director's office or position.

DIVISION 3000 - BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

BP 3000 – CONCEPTS AND ROLES

The Board of Education recognizes that the business and other noninstructional operations of the Charter support the educational program by maximizing and prioritizing resources and

providing a safe and healthy environment for students and staff. The Director or designee shall ensure that the Charter's business and noninstructional operations are efficient and responsive to the needs of students, parents/guardians, staff, and the community.

In the development of a Charter budget, the Board and the Director or designee shall establish a calendar that reflects the full budget cycle and a process that satisfies the requirements of law, including opportunities for public input. The Director or designee shall provide fiscal data and prepare a proposed budget document within the budget priorities and parameters set by the Board. The Board shall adopt a budget that is aligned with the district's vision and goals and enables the district to meet its fiscal obligations.

The Board expects sound fiscal management from the administration. The Director or designee shall administer the adopted budget in accordance with Board policies and accepted business practices.

The Board shall monitor financial operations so as to ensure the district's fiscal integrity and accountability to the community. The Director or designee shall complete all required financial reports, facilitate the independent audit process, recommend financial plans for meeting program needs, and keep the Board informed about the district's fiscal and noninstructional operations.

The Board recognizes its responsibility to establish a risk management program consistent with all legal requirements. The personal safety and health of students, staff and the public and the protection of the district property and assets are primary concerns. The Board is dedicated to providing leadership and financial support necessary to develop successful safety and loss prevention/control practices and maintain adequate insurance programs.

Risk management activities shall include identification, prevention, measurement, mitigation, and assumption or transfer of risks through purchase of insurance, pooling with other districts or other risk financing practices.

The Board affirms the district's objective to conduct all operations as safely and efficiently as possible within the framework of site-based management. Under the provisions of this policy, the Superintendent or designee, shall develop and maintain procedures, including rules and regulations, necessary to implement and administer all aspects of this policy.

BP 3100 – STUDENT RECORDS

The Charter shall ensure that all student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records.

Procedures for accurate record keeping and the finality of grades will be implemented by the Board as follows:

1. When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the instructor of the course and the determination of

the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final (Education Code Section 76224).

2. Students may challenge an assigned grade in accordance with Administrative Regulation 3150, Grade Challenge.
3. Disciplinary action will be taken for any person found to have gained access to student records without proper authorization, or to have changed student records, including grades, without proper authorization.
4. The Charter will report any and all illegal activity to the appropriate law enforcement agency.
5. If a student record is found to be fraudulently changed, the record will be corrected immediately. Written notification of the change will be sent to the faculty member who awarded the original grade, as well as all institutions where transcripts have been sent, accreditation agencies and law enforcement, when appropriate. A corrected transcript will be issued without charge to the student.
6. The Director or designee will implement procedures to limit access to student records in accordance with federal and state law, including grades, and ensure appropriate record maintenance and destruction systems are in place.

Legal Reference:

EDUCATION CODE

[Education Code Section 76224:](#)

[Education Code Section 76232 et seq.:](#)

[Title 5, sections 55025, et seq.](#)

AR 3150 – GRADE CHALLENGE

This procedure implements Board Policy 3001 *Student Records*, as well as section 76224 of the California Education, section 55024 of Title 5 California Code of Regulations and is designed to provide uniform standards to ensure due process when a student challenges a grade received for a class taken at the Charter.

1. DEFINITION OF TERMS

- a. Fraud - A deliberate misrepresentation of the truth or a fact intended to result in financial or personal gain.
- b. Bad Faith - Bad faith may be found in an instance of intent to deceive, in an act of dishonesty.
- c. Incompetence - Incompetence may be found in a lack of ability, qualification, fitness, or performance.
- d. Mistake - A mistake may be defined as an unintentional error and may include clerical error and errors made by an instructor in calculating a student's grade.
- e. Instructional day - An instructional day is counted as any day the District conducts regularly scheduled classes.
- f. Working day - A working day is counted as any day that the District is open for business.

2. INSTRUCTOR REVIEW

- a. When grades are given for any course of instruction taught, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final.
- b. If students feel they have valid grounds to challenge a grade, the student must first attempt to resolve the problem informally with the instructor. Once grades are available, the student is expected to contact their instructor directly to discuss the dispute by direct contact or by filing a general petition for grade review. If the instructor is not available or is no longer employed, the student should contact the Principal.
- c. When challenging a grade assigned by an instructor, the burden of proof is on the student to provide evidence of mistake, fraud, bad faith, or incompetence. The formal request for review of a grade must be filed within two (2) years after the issuance of grades for the semester during which the student was enrolled in the given course.

3. PRINCIPAL REVIEW

- a. If the grade challenge cannot be resolved at the instructor level, or the instructor is no longer employed, the student may file a petition for grade challenge to the Principal. This process is initiated by the completion of a written petition.
- b. The petition should be processed with the Principal's Office.
- c. The written petition must include, in detail, the student's basis for initiating the review, as well as any documentation, witness identification, or other supportive evidence. The basis of the review must support allegations of mistake, bad faith, fraud or incompetence.
- d. Within 10 working days after receipt of the petition, the Principal will consult with the faculty member and student to gather the facts.
- e. The Principal will work with the instructor and student to attempt to resolve the matter.
- f. The Principal will attempt to resolve the issue within 10 working days after receipt of the petition.
- g. The final outcome of the attempted resolution shall be provided in writing by the Principapl to the student.
- h. If resolution does not occur, the student may file a written, appeal with the Director. The appeal must be filed within 10 working days of notification of the decision of the Principal to the student.

BP 3200 – COMMUNITY PROVIDER CODE OF CONDUCT

The Board of Directors adopts this Community Provider Code of Conduct Policy to apply to interactions between the Community Provider ("CP") and the Charter School's students. The term CP means the community provider and any individuals employed or otherwise supervised by the CP. This language shall not be interpreted to mean that those employed or otherwise supervised by a CP have an employment relationship with the Charter School. This language shall not be interpreted to mean that the CP is not free from the control and

direction of the Charter School in connection with the performance of the services described in any Charter School issued purchase order. For the purpose of this policy, CP is an individual or company that provides educational services for the Charter School's students.

The expectation of the Charter School is for anyone working for, or supervised by, a CP to conduct themselves in a way that reflects the highest standards of behavior and professionalism, and to adhere to appropriate boundaries between those working for or supervised by a CP and students. ITCS recognizes their responsibility to make and enforce all rules and regulations governing the CPs behavior to ensure a safe, learning-conducive environment.

For the purpose of this policy, the term "boundaries" is defined as acceptable professional behavior by the CP while interacting with a student. Trespassing the boundaries of a CP/student relationship is deemed an abuse of power and a betrayal of public trust. Although sincere, competent interaction with students certainly fosters learning, staff/student interactions must have boundaries surrounding activities, locations, and intentions. It is each CP's employee's obligation to avoid situations that could prompt suspicion and concern by parents, students, colleagues, or Charter School leaders. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes including but not limited to being revoked as an approved CP for the Charter School.

Examples of Specific Behaviors

Unacceptable CP/Student Behaviors

The following are examples of unacceptable behavior and are not intended to be an exhaustive list.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary or excessive physical contact.
4. Being alone with a student.
5. Making or participating in sexually inappropriate comments or jokes.
6. Listening to or telling stories that are sexually oriented.
7. Discussing personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
8. Allowing students in the CP's home for reasons other than the educational service being provided and/or without the student's parent/guardian present.
9. Having a student in a CP's vehicle or transporting a student.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
11. Raising voice or using any type of corporal punishment with students.
12. Virtual interactions where lax software platform security settings leave the meeting susceptible to the intrusion of uninvited individuals.

Acceptable and Recommended CP/Student Behaviors

The following are examples of acceptable behavior and are not intended to be an exhaustive list.

1. Exhibiting professionalism in all communications with students, (e.g. emails, text, and phone calls to students) keeping discussion related to Charter School content. All forms of communication must be professional and brief. The parent/guardian should be included/copied on written/verbal communication.

2. Keeping reasonable personal distance from students.
3. Stopping and correcting students if they cross personal boundaries.
4. Keeping parents and School informed when a boundaries issue develops with a student.
5. Recognizing the responsibility to intervene to stop the unacceptable behavior of students or coworkers.
6. Giving students praise and recognition without touching them, or limiting physical contact to pats on the student's upper back or shoulder, high fives or handshakes.
7. Keeping professional conduct a high priority. Use constructive feedback with students at all times.
8. Virtual interactions where increased security settings on software platforms ensure the session will be safe from the intrusion of uninvited individuals.

Duty to Report Suspected Misconduct

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

BP 3250 – NAME AND LOGO USE POLICY

IvyTech Charter School (“ITCS” or the “Charter School”) adopt this Name and Logo Use Policy to apply to the larger community of people surrounding the Charter School, including but not limited to teachers, students, vendors classified as community providers and/or educational material resource providers. In today’s digital age it is often confusing for individuals to know the counterparty they may be having a conversation with or doing business online. The goal of this policy is to protect the Charter Schools’ name and logo to eliminate potential confusion by reserving the name and logo for authorized use by qualified and informed individuals who are sanctioned by the Charter School to use the Charter Schools name and/or logo.

IvyTech Charter School owns and has exclusive rights to its name and logo and prohibits any unauthorized use. IvyTech Charter School actively monitors and controls all uses of its logo. IvyTech Charter School’s logo should not be used by any individual or corporation without prior approval. Any community provider (CP) or educational material resource provider (EMRP) wishing to use the IvyTech Charter School logo must submit a community provider application and be pre-approved before it is eligible to utilize IvyTech Charter School’ name and logo.

IvyTech Charter School Name Usage

External collaborators of IvyTech Charter School, such as Community Providers / Educational Materials Resource Providers (CP/EMRPs), educational partners, and other non-IvyTech entities, when referring to IvyTech Charter School on social media, print marketing, website, or other forms of public display and non-IvyTech promotional materials, must utilize the form “**IvyTech Charter School**”, “**IvyTech**”, or “**ITCS**” when referring to the School.

Logos For Use by IvyTech Community Providers

Upon approval as an IvyTech CP/EMRP, the entity may use the school's downloadable logo to provide visual identification of partnership with IvyTech Charter School.

Social Media

IvyTech CP/EMRP may not create or administer or engage in IvyTech branded social media content that is likely to confuse users about the source, endorsement, or affiliation of the content posted. Please contact our Marketing and Communications Manager at info@ivytechcs.org for approved social media opportunities.

Release of News Information and Advertising

CP/EMRPs who are delivering items or services in relation to a purchase order are subject to the General Terms and Conditions of the Purchase Order which state CP/EMRPs shall not, without the prior written consent of the school in advance: (a) make any news release, public announcement, denial or confirmation of all or any part of the subject matter of the purchase order, or (b) in any manner advertise or publish the fact that the school has placed a purchase order.

Logo Size: The IvyTech logo may be used in different sizes depending on the dimensions of the printed materials. These logos should not be enlarged beyond their maximum size. Logo quality and resolution should remain intact during printing and use. Avoid stretching and pixelating.

No Modification: The IvyTech logo must be used as provided. Please do not remove, distort, discolor, or alter any element of the logo.

Unauthorized Use: Please contact us if you feel our logo is being used inappropriately or by an individual or corporation that is not an approved community provider. To report unauthorized use of the IvyTech logo, please contact the school's Marketing and Communications Manager at info@ivytechcs.org.

BP 3300 – COMPUTATION OF ATTENDANCE CREDIT

The computation of ADA is made on the basis of the student's "product" (study or academic work), assessed by a competent certificated employee of the district (Education Code Section 51747.5).

The qualified employee periodically assesses the student's work and assigns to it a value in time (hours or days, as appropriate). For ADA accounting purposes, it is neither necessary nor appropriate to identify when the student studies. No one student, parent, teacher, nor auditor—need be concerned with when the work was accomplished (i.e., what time of day or which day of the week) or the amount of work done on any particular school day in the school calendar provided it is completed by the due date (LP) for the assignment.

If there were five school days in a particular week, and a comprehensive high school student did at least five minimum days' worth of work, the supervising teacher could record attendance for

five days. Academic credit would be determined as a separate matter. (Chapter 8, Independence Study Manual, CDE)

IvyTech Charter School will follow a formula for a program with on-site instruction supplementing the independent study assignments. This policy will allow ITCS to claim minimum days in the same respect as a comprehensive high school claims. We see 60% as a minimum amount of work to claim full attendance. The minimum amount of work to pass academically is 60%. The following is an example of a learning Period (LP):

LP with 20 days – will claim full attendance for 60% or more days' worth of work
will claim half attendance for 30% - 59% days' worth of work
will claim zero attendance for 0% - 29% days' worth of work

BP 3400 – CONFLICT OF INTEREST CODE

In compliance with the Political Reform Act of 1974, California Government Code section 87100, et seq., Capitol Collegiate, Inc. hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, officers, and all other designated employees of IvyTech Charter Schools, the nonprofit public benefit corporation operation the IvyTech Charter School (“Charter School”), as required by California Government Code section 87300. This Code also conforms to the requirements of Government Code section 1090.

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

Governing board members, officers, and employees of IvyTech Charter School who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “Designated Reporters.” The Designated Reporters are listed in “Exhibit A” attached to this Code and incorporated by reference herein.

STATEMENT OF ECONOMIC INTERESTS: FILING

Each Designated Reporter shall file a Form 700 Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the Designated Reporter’s position is assigned.

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the Designated Reporter by virtue of his or her position. The specific disclosure responsibilities assigned to each Designated Reporter position are set forth in “Disclosure Categories.”

Form 700 Statements. All Statements shall be supplied to Designated Reporters by IvyTech Charter School. All completed Statements shall be returned to the Charter School. Ivytech's filing officer shall make and retain a copy of the Statement and forward the original to the Ventura County Board of Supervisors.

DISQUALIFICATION

No Designated Reporter shall make, participate in making, or try to use his/her official position to influence any decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

MANNER OF DISQUALIFICATION

1. Non-Governing Board Member Designated Reporters
 - a. When a non-Governing Board member Designated Reporter determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Head of School, who shall record the employee's disqualification. In the case of a Designated Reporter who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority (i.e. the Board).
2. Governing Board Member Designated Reporters
 - a. Financial interest in a contract: Where a Governing Board member has a personal, material financial interest in a contract, the financial interest will be reviewed under Government Code Section 1090, to determine whether the remote or non-interest exceptions apply. Should the Board determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

All other financial interests: Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- A. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of any County in which a Charter School operates.

- B. Investments in, income (including gifts, loans, and travel payments), from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design within the District.

Category 2

Designated positions assigned to this category must report:

Investments in, income (including gifts, loans, and travel payments), from business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by the Charter Schools, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extracurricular courses.

Category 3

Designated positions assigned to this category must report:

Investments in, or income (including gifts, loans, and travel payments), from sources which are engaged in the performance of work or services of the type to be utilized by the Charter Schools, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

BP 3500 – FINANCIAL POLICIES AND PROCEDURES

It is the intent of these Financial Policies and Procedures to implement both the letter and spirit of all applicable State and Federal regulations regarding the expenditure of and accounting for public funds. These Policies and Procedures may need to be modified as the School develops and regulations change. The Board should approve these financial policies, and revisit them periodically.

1. PURCHASES

A. Authorization of Expenditures: All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, with the exception of professional consulting services in total annual amounts greater than \$10,000. The Principal and Director of Operations must approve all other proposed expenditures greater than \$25. The Principal and Director of Operations will review the proposed expenditure to determine whether it is consistent with the Board adopted budget and sign the check request and purchase order forms.

B. Contracts

- i. All professional consulting services shall be provided for under a contract.
- ii. Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the Board for approval prior to signing. Length of contracts shall be at the discretion of the Board. In general, contracts exceeding \$10,000 shall be let after a bidding process of sufficient duration

to ensure competition. However, the Director of Operations may make a finding to the Board for sole sourcing a contract exceeding \$10,000; in this case, the Board may approve the contract in arrears at the time of contract execution. (The basis for such a finding may include: time/urgency issues; the absence of competitors; high service/quality from a particular contractor).

- iii. Bid tabulations shall be presented to the Board along with a recommendation for action. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.

C. Commitments and Purchase Orders

- i. Purchase Orders under \$10,000 must be approved by the following authorized positions: Principal and Director of Operations.
- ii. Purchase Orders of \$10,000 or more must be approved by the Principal and Director of Operations and one of the following authorized positions: Board President and Treasurer.

D. Invoices

- i. Invoices Under \$10,000 must be approved by one of the following authorized positions: Principal and Director of Operations.
- ii. Invoices for \$10,000 or more must be approved by the Principal and Director of Operations and one of the following authorized positions: Board President and Treasurer. Accounts Payable:
- iii. The Director of Operations is responsible for entering all account payables into the system for review by the Principal. Upon review the Principal will authorize payment and submit for printing and mailing. The director of operations will print all the checks.
- iv. All Checks must be signed by both of the following authorized positions: Principal and Director of Operations.

E. Credit and Debit Card Usage: School credit and debit cards shall not be allowed for any School purchases over \$25 without the approval of the following authorized positions: Principal and Director of Operations.

F. Other Electronic Payments: Other electronic methods (wire, ACH, transfer between bank accounts, etc.) shall not be permitted for payment of any expenses or reimbursements without the express written consent of the Principal and Director of Operations and one of the following authorized positions: Board President and Treasurer.

G. Employee Reimbursements: Business use of telephones or cell phones shall be reimbursed. Business meals shall be reimbursed using standard applicable IRS guidelines. Under no circumstances shall alcohol be reimbursed. The Principal and Director of Operations must obtain a Board member's authorization on

reimbursement requests payable to the Principal and Director of Operations name.

H. Petty Cash - Purpose and Usage

- i. The purpose of the Petty Cash Checking Account is for payment of incidental expenses when there is insufficient time for processing through the General Checking Account. Examples of proper expenses include, but are not limited to, food/meals for teachers doing curriculum work and emergency plumbing repairs. Petty cash shall not be used for teacher reimbursements, employee expense reimbursements or independent contractor payments.
 - ii. The Principal and Director of Operations shall have access to petty cash not to exceed \$2,000. Such funds shall be used at the discretion of the Principal and Director of Operations, subject to Board oversight and consistent with the approved budget and School rules and regulations.
 - iii. The Principal and Director of Operations must obtain each other's authorization on petty cash checks made payable to their names. Use of petty cash shall require original receipts for all purchases.
- I. Personal Use of School Funds: Use of School funds for personal use is absolutely prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the Board.

2. BANKING

A. General Checking Account

- i. The Board shall authorize the establishment of commercial bank accounts for the purposes of School operations. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or standard money market accounts.
- ii. The General Checking Account shall be the primary account for School needs. Authorized signatories to this account shall be the Principal and Director of Operations.
- iii. Authorized signers for checks above [\$10,000] from this account shall be the Principal and Director of Operations.
- iv. The General Checking Account shall maintain a reserve that does not fall below 10% of expenditures.

B. Petty Cash Checking Account -Account Setup and Maintenance

- i. The Petty Cash Checking Account shall have a maximum balance of \$2,000. The Account shall be funded from the School's business General Checking Account as necessary. A simple ledger shall be maintained by the Director of Operations for review by a Board member who shall reconcile the Account periodically. Replenishment of the Petty Cash Checking Account shall occur through the normal accounts payable process.
- ii. The Petty Cash Checking Account shall have a maximum balance of \$2,000.

The Account shall be funded from the School's business General Checking Account as necessary. A simple ledger shall be maintained by the Director of Operations for review by a Board member who shall reconcile the Account periodically. Replenishment of the Petty Cash Checking Account shall occur through the normal accounts payable process.

- iii. No deposits shall be made into the Petty Cash Checking Account. All cash and checks shall be deposited into the General Checking Account. Check writing requires signatures from both of the following people: Principal and Director of Operations

C. Deposits of Receipts - The School will deposit all funds received as soon as practical upon receipt. The Principal and/or Director of Operations will open all mail on a daily basis, immediately sort all checks and forward them to the Principal and/or Director of Operations. The Principal and/or Director of Operations will immediately endorse the checks to the appropriate school account and prepare appropriate deposits as soon as is practical, ideally the same day and no case later than three working days.

3. TRAVEL POLICIES

A. Employee Mileage Reimbursement

- i. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for pre-approved business related travel. In addition, parking fees and tolls paid are reimbursable if supported by receipts.
- ii. All employees requesting such mileage reimbursement are required to furnish an Expense Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.

4. OTHER PRACTICES

A. Budget Adoption: A balanced budget shall be adopted by the Board of Directors of IvyTech Charter School no later than June 30 prior to the start of each new fiscal year, or earlier if required by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change.

B. Audit

- i. An annual audit by an outside firm shall be performed each year on the close of the prior year's books. The audit shall be performed in advance of the December 15 statutory audit deadline. The audit shall include, but not be limited to, (1) an audit of the accuracy of the School's financial statements, (2) an audit of the School's attendance accounting and revenue claims practices, and (3) an audit of the School's internal controls practices.
- ii. If the School receives over \$650,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and

Budget audit circulars. The audit firm shall be on the State approved list of School auditors.

- iii. At the conclusion of the audit , the Principal and the Director of Operations will review the audit with the Board and propose any changes necessary in operating procedures to comply with audit findings.

C. Board Meetings: The Board shall review financial statements (cash flow forecasts, and profit & loss) at periodic Board meetings. The Board shall also review and approve the monthly check registers from the General Checking Account and the Petty Cash Account.

D. Conflict of Interest: Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse themselves from the discussion and voting on the matter. The Board shall develop a more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Government Code 1090 and the Fair Political Practices Act.

E. Payroll

- i. **New Employees:** Requests for new employees shall be initiated by the Principal and Director of Operations and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted and TB tested consistent with State law. Fingerprint clearance must be received by the School before any employee may start work .
- ii. Employees shall accrue vacation and sick leave time based on the personnel policy of the School.
- iii. **Timekeeping (for hourly staff)**
 - a. The Principal and Director of Operations shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.
 - b. Authorized timesheets shall be forwarded to EdTec according to EdTec policies and procedures set forth separately. Payroll processing and payment shall take place according to IvyTech Charter School policies and procedures set forth separately.

F. Independent Contractors: The School shall only engage independent contractors if all of the following practices are followed:

- i. The expenses within the approved budget or separately approved by the Board;
- ii. The contractor provides proof of adequate insurance;
- iii. IRS rules are followed regarding classification of staff as contractors versus employees; and
- iv. The work is done under contract.

G. Capitalization and Depreciation:

- i. The School will capitalize and depreciate all assets costing \$5,000 or more. All other assets are charged to expense in the year incurred.
- ii. Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:
 - a. Leasehold Improvement - Lease term or 5 years, whichever is shorter
 - b. Equipment - 3 years
 - c. Furniture - 5 years
- iii. Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

H. Disposal of Surplus Property and Donations:

- i. Surplus property shall mean property that is no longer in use, is damaged beyond repair, or that the School feels will have no future value to the School's program, and that is declared to be surplus property by the Board. If the School wishes to dispose of equipment or other surplus property, the Board shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.
- ii. If the School wishes to sell equipment or other surplus property, the Board shall direct the staff by giving specific guidance regarding the manner in which such property is to be sold.
- iii. If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential donee organizations shall include:
 - a. the donee organization is fully independent of the School, with none of the School's Board members or key personnel involved in the donee organization; and
 - b. the donee organization shall be a non-profit or governmental entity related to education. In addition, the School shall secure a receipt from the donee organization for the donated property, and shall remove the asset from the School's books and record the donation as required by state and federal audit guidelines.

- i. **Property Acquired with Federal Grant Funds:** If the property in question cost \$5,000 or more at the time of acquisition and was acquired with federal grant funds, the School shall notify the federal contract administrator prior to donating or disposing of such property as provided above.

DIVISION 4000 - PERSONNEL

BP 4000 – PERSONNEL CONCEPTS AND ROLES POLICIES

The Board of Directors recognizes that the success of IvyTech Charter Schools (“ITCS” or the “Charter School”) students and programs hinge on effective personnel. The Board desires to establish safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students. ITCS’s personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent and in conformance with state and federal law and regulations.

The Board shall set terms and conditions of employment which shall be stated in the at-will employment agreements and shall have the force of policy. The Board shall hear employee complaints and appeals when such hearings are in accordance with board policy. The Board shall also adopt wage and salary schedules and shall commit budget funds for staff development so that staff members may continue developing their skills.

The Director of Operations and/or Principal (Admin) has primary responsibility for overseeing ITCS’s personnel system. To support this effort, the Board shall approve a framework for sound hiring practices. The Admin shall recommend all personnel for employment following a successful screening and background check, and the Board shall approve only those persons so recommended. Individuals who approach board members regarding prospective employment shall be referred to the School’s Human Resources department.

The Admin shall assign and supervise the work of all employees and shall evaluate their work in accordance with effective accountability systems approved by the Board. The Admin also shall recommend disciplinary action which the Board may take against employees when warranted pursuant to Board policy and/or state or federal law.

The Board recognizes that every employee has a stake in ITCS’s successful operation. The Board encourages all employees to express their ideas, concerns and proposals related to the improvement of working conditions and the total educational program. The Admin shall establish procedures whereby they will receive and consider employee suggestions and submit them, when appropriate, for consideration by the Board.

BP 4100 – AT-WILL EMPLOYMENT POLICY

IvyTech Charter Schools (“ITCS” or the “Charter School”) adopts this At-Will Employment Policy. Except if stated expressly otherwise by an employment agreement, it is the policy of ITCS and its programs that all employees are considered “at-will” employees of ITCS. Accordingly, either ITCS or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in the Employee Handbook, school employment applications, school

memoranda or other materials provided to employees in connection with their employment shall require ITCS to have “cause” to terminate an employee or otherwise restrict ITCS’s right to release an employee from their at-will employment with ITCS. No ITCS representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with ITCS that are not consistent with ITCS’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in the Employee Handbook, employee applications, school memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied agreement of employment for a definite period, nor an express or implied employment agreement concerning any terms or conditions of employment.

BP 4200 – FINGERPRINTING AND BACKGROUND CHECKS

IvyTech Charter School (the "Charter School") shall comply with the applicable provisions of the Education Code regarding fingerprinting and background checks, including Sections 44237, 44830.1 and 45125.1.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment at the Charter School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The Charter School may require fingerprint and background check for school volunteers, prior to volunteering at the Charter School. A school volunteer is defined as an individual working under the direct ion of a paid Charter School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval of the Charter 'School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer in contact with any Charter School students.

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining' whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

Procedures for Background Checks

The Director shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830,1 or 45125.1, except with respect to her or himself, in which case the Chairman of the Charter School Board will review, The Director shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

Drug-Free Workplace

The Charter School is committed to providing a drug- and alcohol-free workplace; and to promoting safety in the workplace, employee health and well-being, and a work environment that is conducive to attaining high work standards, The use of drugs and alcohol by employees off the job jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, and consistent with this commitment, the Charter School has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or: being under the influence of intoxicating beverages or drugs on any Charter School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The Charter School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are limited to:

- Post-offer, pre-employment drug/alcohol testing.
- Referral to local authorities.
- Referral to employee assistance program.
- Full investigation of accident causes, which includes drug and alcohol testing.
- "For cause" drug testing (reasonable suspicion testing);
- Search of Charter School property.
- Search of employee property, including employee handbags and vehicles, brought onto School property, only in accordance with search policies approved by the Board,

Refusal to submit to a "for cause" drug test or a drug test in connection **with** an on-the-job injury or accident is cause for immediate termination. All employment is at-will, and no cause or notice is required to terminate the employee.

BP 4300 – EQUAL EMPLOYMENT OPPORTUNITY POLICY

IvyTech Charter Schools ("ITCS" or the "School") adopts this Equal Employment Opportunity Policy as an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race, including, but not limited to, hair texture and protected hairstyles such as braid, locks and twists;
- Color;
- Actual or perceived gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to

such);

- Religion; religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- Ethnicity; National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Citizenship;
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer or a record or history of cancer, and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Status of domestic violence, assault or stalking
- Political affiliation
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation they need to perform the job, or if unknown, what job duties the disability impairs. The School will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. The School will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

BP 4400 – TB RISK ASSESSMENT AND EXAMINATION POLICY

All newly hired employees of IvyTech Charter Schools ("School") must submit written proof from a health care provider (eg. physician, physician's assistant, nurse practitioner, or any organization, facility, institution or person licensed, certificated or otherwise authorized or permitted by state law to deliver or furnish health services) of either a risk assessment examination (questionnaire) for tuberculosis (TB) or proof of a clear TB test within the last sixty (60) days. If TB risk factors are identified, the employee must undergo a TB test, which may include an intradermal skin test and/or an X-ray of the lungs.

An individual hired from another California school may alternately meet the requirements of this policy if, upon initial hire with the School, their prior school employer provides proof that the individual has a certificate on file indicating that they are clear of infectious TB. The employee shall be subject to retesting four (4) years from the date of the prior school employer's certificate.

All employees will be required to submit proof of a clear TB risk assessment or test at least once every four (4) years. Volunteers may be required to undergo a TB risk assessment and/or test as necessary. The TB risk assessment and/or test is a condition of initial employment with the School and the cost of the exam will be borne by the newly hired employee. For continuing employees, the School will reimburse employees for all reasonable costs associated with clearing this requirement.

Pregnant employees who cannot provide a clear risk assessment or TB test are exempt from undergoing an X-ray until at least sixty (60) days from the end of their pregnancy. Employees should inform a supervisor if this exemption is applicable.

Documentation of employee and volunteer compliance with TB risk assessments and/or tests will be kept on file by the School. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Food handlers may be required to have annual TB tests.

BP 4500 – IMMIGRATION COMPLIANCE POLICY

IvyTech Charter Schools ("School") adopts this Immigration Compliance Policy to comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, the School will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law.

Further, the School shall not discriminate against any individual because they hold or present a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

BP 4600 – MANDATED REPORTER - CHILD ABUSE AND NEGLECT REPORTING POLICY

IvyTech Charter Schools ("School") adopts this Mandated Reporter - Child Abuse and Neglect Policy. The School is dedicated to providing a safe space for students and to promoting student safety. The School will apply and enforce the legal requirements in California for child abuse and neglect reporting. All employees of the School are child care custodians (mandated reporters) within the meaning of California Penal Code Section 11166 and will comply with its provisions.

California Penal Code Section 11166 requires any child care custodian who has knowledge of,

or observes a child in their professional capacity or within the scope of their employment whom they know or reasonably suspect has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

The School will provide annual training on the mandated reporting requirements to all employees. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code Section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both imprisonment and fine.

All employees must complete the mandated reporter training within the first six (6) weeks of each school year. Newly hired employees must complete the mandated training within the first six (6) weeks of that employee's employment.

BP 4600 – CORPORAL PUNISHMENT POLICY

IvyTech Charter Schools ("School") adopts this Corporal Punishment Policy to establish that 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 School personnel:

A. Examples of PERMITTED actions

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Personal defense from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. 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.

Employees may be subject to discipline, up to and including termination, for violation of this policy.

BP 4700 – PROFESSIONAL BOUNDARIES POLICY

IvyTech Charter School (“School”) adopts this Professional Boundaries Policy to recognize its responsibility to make and enforce all rules and regulations governing employee behavior to ensure a safe, learning-conducive environment. The expectation of the Board is for all staff to conduct themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to adhere to appropriate boundaries between staff and students.

For the purpose of this policy, the term “boundaries” is defined as acceptable professional behavior by staff while interacting with a student. Trespassing the boundaries of a staff/student relationship is deemed an abuse of power and a betrayal of public trust. Although sincere, competent interaction with students certainly fosters learning, staff/student interactions must have boundaries surrounding activities, locations, and intentions. It is each employee’s obligation to avoid situations that could prompt suspicion and concern by parents, students, colleagues, or school leaders. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes.

Examples of Specific Behaviors

The following are examples of unacceptable behavior, and are not intended to be an exhaustive list.

Unacceptable Staff/Student Behaviors

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary or excessive physical contact.
4. Intentionally being alone with a student.
5. Making or participating in sexually inappropriate comments or jokes.
6. Listening to or telling stories that are sexually oriented.
7. Discussing personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
8. Allowing students in the employee’s home.
9. Having a student in an employee’s vehicle or transporting a student.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Acceptable and Recommended Staff/Student Behaviors

1. Exhibiting professionalism in all communications with students, (e.g. emails, text, and phone calls to students) keeping discussion related to school content. All forms of communication must be professional and brief.
2. Obtaining parental written consent for any school activity such as field days, field trips, or competitions.
3. Taking precautions when alone with a student such as: maintaining appropriate physical distance, keeping the door of a room open, being near to another individual, or if possible asking another staff member to be present.
4. Keeping reasonable personal distance from students.
5. Stopping and correcting students if they cross personal boundaries.
6. Keeping parents informed when a significant issue develops with a student.
7. Asking for advice from fellow staff or administrators in a difficult situation related to boundaries.

8. Involving a supervisor if a conflict arises with the student or if situations occur that have the potential to become more severe.
9. Making detailed notes about an incident that could evolve into a more serious situation later.
10. Recognizing the responsibility to intervene to stop unacceptable behavior of students or coworkers.
11. Giving students praise and recognition without touching them, or limiting physical contact to pats on the student's upper back or shoulder, high fives or handshakes.
12. Keeping professional conduct a high priority.
13. Obtaining parental written consent for any school activity such as field days, field trips, or competitions.
14. Taking precautions when alone with a student such as: maintaining appropriate physical distance, keeping the door of a room open, being near to another individual, or if possible asking another staff member to be present.
15. Keeping reasonable personal distance from students.
16. Stopping and correcting students if they cross personal boundaries.
17. Keeping parents informed when a significant issue develops with a student.
18. Asking for advice from fellow staff or administrators in a difficult situation related to boundaries.
19. Involving a supervisor if a conflict arises with the student or if situations occur that have the potential to become more severe.
20. Making detailed notes about an incident that could evolve into a more serious situation later.
21. Recognizing the responsibility to intervene to stop unacceptable behavior of students or coworkers.
22. Giving students praise and recognition without touching them, or limiting physical contact to pats on the student's upper back or shoulder, high fives or handshakes.
23. Keeping professional conduct a high priority.

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, the employee must immediately report the matter to the Human Resources manager. 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 abuse.

DIVISION 5000 - STUDENTS

BP 5000 – CONCEPTS AND ROLES

The goal of the Board of Directors of IvyTech Charter Schools is to provide students with a personalized and supportive educational experience. As such, the Board is committed to maintaining a safe, positive school environment for all students as well as providing student services that promote student welfare and high academic achievement. Students enrolled in the schools and affiliated programs operating under the non-profit IvyTech Charter Schools

benefit from an individualized instructional model that has flexible pacing and scheduling. The Board expects students to make good use of this learning opportunity by demonstrating regular attendance (IS attendance), appropriate conduct, and respect for others.

The Board of Directors is committed to providing equal educational opportunities and keeping its schools free from any discriminatory practices. The Board of Directors prohibits any acts of discrimination, sex-based harassment, harassment, intimidation, and bullying altogether. Any complaint of misconduct will be promptly and thoroughly investigated and appropriate corrective action taken if warranted.

The Director of Operations, Principal, or designees shall keep parents/guardians and students well informed about school and district rules and regulations related to Students Services. This includes, but is not limited to attendance, physical and mental health, immunizations, records, academics, protected programs, and student conduct. When conducting hearings related to discipline, attendance and other student matters, all students will be afforded their due process in accordance with the law and the policies of IvyTech Charter Schools.

Consistent with Education Code requirements, schools operating under the non-profit IvyTech Charter Schools will annually notify students, parents, and guardians of their legal rights and responsibilities. Families will also receive a copy of legally mandated student services policies and the student handbook on an annual basis.

BP 5100 – INDEPENDENT STUDY POLICY

The Board of Directors of IvyTech Charter School has adopted this policy for the Independent Study Program for IvyTech Charter School. The Independent Study Program is an optional alternative school choice by which students in grades 7- 12 may reach curriculum objectives and grade level advancement requirements. Students who choose the Independent Study Program have the alternative option of returning to a classroom-based instructional program in a school of their district of residence.

Independent Study provides a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting. Independent Study is a voluntary educational alternative in which no student may be required to participate. (Education Code § 51747.)

The Director or designee(s) shall ensure that a written Independent Study Written Agreement (“Written Agreement”), as prescribed by law, exists for each participating student. This agreement cannot be valid for longer than one (1) school year. (Education Code § 51747.)

The Independent Study Program entails a commitment by the parent/guardian, the facilitator and the student. As the student gets older, he/she/they assumes a greater portion of the responsibility involved.

Each student’s Independent Study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code § 51747.5.)

The school shall not provide Independent Study students and parents/guardians with funds or items of value that a school district could not legally provide to a similarly situated student of the district or to his or her parent or guardian. (Education Code §§ 46300.6, 51747.3.)

The Director or designee(s) shall ensure that the Independent Study Program is carried out in accordance with the law

Maximum Length of Assignment:

To foster each student's success in Independent Study, the Board establishes the following maximum lengths of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work shall be as follows:

For Grades 7-12, no more than 20 days may elapse between when a teacher makes an assignment and the date by which a student must complete the assigned work (“Assignment Time”). Where special or extenuating circumstances exist, and this set time limit cannot be met, the teacher or designee may approve a period not to exceed an additional 5 days. (Education Code 51747 (a))

Evaluation to Determine Whether it is in the Best Interests of the Pupil to Remain in Independent Study

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.
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) school month
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 certificated teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil 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.

Because IvyTech Charter School is a non-classroom based school using the Independent Study model, it is crucial that the teachers know that a student is completing adequate work under their Independent Study Agreement to make educational progress at a rate similar to a classroom-based program. There are several methods by which the teachers can evaluate if a student is benefitting from delivery of their education through the Independent Study model. In addition to completing assigned lessons and assessments, and submitting original student work to the teachers, direct contact between the teacher and the student, using the means set out in the Written Agreement, is essential in a non-classroom based program.

Therefore, all of these criteria are considered to be the equivalent of "assignments" (as per Education Code § 51747 (b)) for IvyTech Charter:

- Substantial and substantive direct contact between the student and teacher (as defined in the Written Agreement), OR:
- Active Participation in the program as evidenced by satisfactory completion of assigned lessons and assessments; OR
- Submission of the required original student work samples (and/or "portfolio items") to the certificated employee(s) assigned to the student for evaluation.

The following constitutes the definition of a “missed assignment” (as per Education Code 51747 (b)) for IvyTech Charter School:

- Failure to conduct a direct contact (as defined in the Written Agreement) between the student and teacher (the Coaching Teacher and/or other assigned teachers)
- Failure to submit required and assigned work samples, assessments and/or portfolio items to the school

An evaluation may consist of some of the following:

- a. Attendance based on completion of assignments as quantified by the credentialed teacher
- b. Demonstration of skills
- c. Standardized test scores
- d. Written tests and reports if appropriate
- e. Oral or written presentations
- f. Student’s attitude toward learning and achievement
- g. Punctual attendance at scheduled appointments
- h. Ability to meet scheduled appointments
- i. Parent and student preparedness for scheduled appointments
- j. Student demonstration of adequate and appropriate progress toward Common Core State Standards
- k. Appropriate learning environment
- l. Adequate parent/student relationship as necessary to enhance learning process

The evaluation triggered by the missed assignments or lack of satisfactory progress will be delivered to the parents, and to the student if the student is over eighteen (18) years of age. If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, and with prior written notice to the student’s parent/guardian, the school may involuntarily remove the student as a result of the student’s non-compliance with the Written Agreement in accordance with the terms of the approved charter and Education Code Section 47605.

Parents may appeal decisions in accordance with the procedures as set out in the school handbook, the charter and in accordance with Ed. Code § 47605 (b)(5)(J)(iii) parents will be provided with a written notice of the intent to withdraw a student for non-compliance no less than five school days prior to the effective date of the withdrawal and informed of their right to request an appeal.

Academic Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.

Tiered Reengagement Strategies

The Charter School has adopted tiered reengagement strategies for the following pupils:

- a. All pupils who are not generating attendance for more than 10% of required minimum instructional time over four continues weeks of a local educational agency's approved instructional calendar, or;
- b. Pupils found not participatory pursuant in synchronous instructional offerings for more than 50% of scheduled times of synchronous instruction in a school month as applicable by grade span; or
- c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

Tiered reengagement strategies shall include local programs intended to address chronic absenteeism, as applicable, with at least the following:

- Verification of current contact information for each enrolled pupil;
- Notification to parents or guardians of lack of participation within one (1) school week of the recording of non-attendance or lack of participation for a learning period;
- A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
- A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well- being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

Synchronous Instruction/ Live Interaction

The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

For pupils in grades 7-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:

- Monday and Friday hours 8:30am – 3:30pm
- Office hours with certificated teacher throughout the week

For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:

- Monday and Friday hours 8:30am – 3:30pm
- Office hours with certificated teacher throughout the week

Transition to In-Person Instructions:

No pupil may be required to attend the Charter School. The Charter School shall support families to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days by providing parent/pupils with options for in-person instruction in their school district of residence or surrounding area.

Students who meet the Criteria for Participation listed below are eligible to participate in the Independent Study Program.

Approval for participation shall be based on satisfying all of the following criteria:

1. Evidence that the student will work independently to complete the Program with monitoring from the Facilitator (either the parent/guardian serving as Facilitator the school's agreement or a school Facilitator)
2. A parent/guardian serving as Facilitator will sign the school's agreement
3. Completion of a Written Agreement for the student per school year. A Written Agreement must be completed and verified each school year in order for a student to be enrolled.

Criteria for participation may include the following:

- a. A sincere desire of the parents to facilitate their child's education by following independent study guidelines.
- b. A positive relationship between parents and student.
- c. Understanding of independent study by all concerned.
- d. A positive attitude by both the parents and the student about independent study and its requirements.
- e. The parents' ability to supervise their child and participate in instruction.
- f. The parents' agreement to meet the requirements in the written agreement.
- g. The student's ability and willingness to work with limited supervision by a certificated
- h. teacher.
- i. Availability of certificated staff to supervise student's study effectively.
- j. Education Code Section 51746(b) provides that a district or county office may require that qualified personnel "assess the achievement, abilities, interests, aptitudes, and needs of participating pupils to determine each of the following:
 1. Whether full-time independent study is the most appropriate for the pupil being referred.
 2. If the answer to (a) is affirmative, the determination of the most appropriate individualized plan and resources to be made available to pupils enrolled in full-time independent study.

Written Agreements and Assignments

A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils 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 pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement 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 Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same

force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

BP 5110 - ENROLLMENT LOTTERY PROCEDURE

In the event that the number of students seeking admission to any of ITCS's programs exceeds that school's capacity by grade level, a lottery will be held for the impacted program, with the exception of existing students, who are guaranteed admission in the following school year if they complete the re-enrollment process no later than May 15th of the current school year.

Open Enrollment

The open enrollment window for the subsequent school year will begin no later than March 1st through March 31st. On March 31st the open enrollment window will close, and the applicant pool will be evaluated. Every effort will be made to hire enough teachers to provide a placement for all students who apply prior to the open enrollment deadline. In the event that the number of students who apply during open enrollment exceeds capacity, ITCS will conduct a lottery.

Applications from all students who apply after the open enrollment window closes will be held in abeyance pending available space. Subsequent, smaller lotteries will be held as needed when current waitlists have been exhausted.

Lottery Date

In the event a lottery is deemed necessary, ITCS will conduct a public random drawing on or before April 15th for enrollment in the Summer of that year.

Prospective Student Waiting List

At the conclusion of the lottery, all students who were not granted admission due to capacity will be placed on a prospective student waiting list in the order drawn. Students will be placed with a teacher in the order their name appears on the waiting list, if the Charter School has the capacity to serve the students based on the students' grade level. This waiting list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstances will a waiting list carry over to the following school year.

Admission Preferences

Once a student has been enrolled as a student at IvyTech Charter School, they have the right to continue there until they have completed the highest grade offered, unless the student disenrolls or is lawfully removed from the Charter School. Students who are currently enrolled at ITCS must re-commit for the following school year by completing the re-enrollment paperwork.

In the case of a lottery, preference shall be given to the following students in the following order:

1. Students who reside in the authorizing school district boundaries
2. Students who have siblings admitted to or attending the Charter School
3. Students who are children of the teachers and staff of the Charter School

4. All other applicants

Admission will not be based on prior student performance or academic testing. After admission, various assessments may be administered to determine the student's readiness for the grade of entrance requirements or maintenance of said grade. These instruments aid in the development of individualized learning plans for students.

ITCS adheres to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Lottery Rules

Public random drawing rules, deadlines, dates, and times will be communicated in the application form and on ITCS's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. It will be completed in a physical or virtual public forum large enough to accommodate all those who wish to attend. IvyTech Charter School will take all necessary efforts to ensure lottery procedures are fairly executed. ITCS will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least one week prior to the lottery date.

BP 5115 - ENROLLMENT OF STUDENTS EXPELLED FROM OTHER DISTRICTS

IvyTech Charter School ("the School") may consider admitting students who have been expelled from another school district in accordance with applicable law and in a manner that ensures the safety and well-being of all IvyTech students and staff. Admission decisions shall be guided by Education Code §§ 48915.1, 48915.2, and 48918.

General Admission Rule

Students expelled from another district may be admitted only when:

1. The student has established legal residency consistent with the School's enrollment policies; and
2. The Board of Directors determines that the admission is consistent with maintaining a safe and secure learning environment.

Enrollment During the Term of Expulsion

1. Mandatory Expulsion Offenses

The School **shall not** enroll a student who has been expelled from another district for any offense listed under Education Code § 48915(a) or § 48915(c) (mandatory expulsion offenses) during the term of the expulsion, **except** that the student may be enrolled in a **community day school** as permitted by law.

2. Other Expellable Offenses

If a student expelled for an offense **not** listed in Education Code § 48915(a) or (c) requests enrollment during the expulsion term:

- a. The Board of Directors shall conduct a hearing to determine whether the student poses a continuing danger to students or staff.
- b. The hearing and all notices shall follow the procedures outlined in Education Code § 48918.

If the student or parent/guardian fails to disclose that the student was previously expelled for an offense not listed in § 48915(a) or (c), the Board shall note and consider that lack of disclosure during the hearing.

3. Board Determination

After the hearing:

- a. If the Board finds that the student **does not** pose a continuing danger, the student **may be admitted or conditionally admitted** during the remainder of the expulsion term.
- b. If the Board finds that the student **does pose** a continuing danger to students or staff, the student **shall not** be admitted.

Enrollment After the Term of Expulsion

1. Mandatory Expulsion Offenses

After the term of expulsion has ended, a student expelled for an offense under Education Code § 48915(a) or (c) may be admitted only if:

- a. The Board holds a hearing pursuant to Education Code § 48918, and
- b. The Board determines the student does not pose a continuing danger to students or staff.

2. Other Expellable Offenses

A student expelled for an offense **not** listed in Education Code § 48915(a) or (c) may request enrollment following the end of the expulsion term in accordance with the School's standard procedures for enrollment.

Implementation

The Director, Principal, or designee is responsible for implementing this policy, ensuring compliance with all notice and hearing requirements, and maintaining documentation of all expulsion-related enrollment decisions.

Legal Reference:

EDUCATION CODE

Ed. Code 46601

Failure to approve interdistrict attendance; expulsion prohibiting appeal

Ed. Code 48200	<u>Compulsory attendance</u>
Ed. Code 48645.1	<u>Juvenile court school</u>
Ed. Code 48660-48666	<u>Community day schools</u>
Ed. Code 48915	<u>Expulsion; particular circumstances</u>
Ed. Code 48915.1	<u>Expelled individuals; enrollment in another district</u>
Ed. Code 48915.2	<u>Expelled student; enrollment during and after period of expulsion</u>
Ed. Code 48918	<u>Rules governing expulsion procedures</u>

AR 5115 - ENROLLMENT OF STUDENTS EXPELLED FROM OTHER DISTRICTS

1. Initial Disclosure and Intake

When a parent/guardian requests enrollment and indicates the student was expelled from another district, or if records from the previous district reflect an expulsion, the Enrollment Office shall immediately:

- a. Request all expulsion documents, including the expulsion order, hearing findings, rehabilitation plan (if any), and terms of return.
- b. Verify whether the offense falls under Education Code § 48915(a) or § 48915(c).

Enrollment shall be placed on hold until the enrollment review process is completed

2. Mandatory Expulsion Offenses (§ 48915(a) or (c))

If the expulsion was for a mandatory expulsion offense:

- a. The student shall not be enrolled during the expulsion term, except for community day school placement if applicable.
- b. After the expulsion term ends, proceed to Section 4 (Post-Term Review).

3. Other Expellable Offenses (Non-48915(a)/(c)) — During Expulsion Term

- a. A Board hearing is not required unless the Director, Principal, or designee determines one is necessary based on available information.
- b. The Director or designee may schedule a Board hearing to determine whether the student poses a continuing danger to students or staff.
 - i. Notice of the hearing shall follow Education Code § 48918 procedures.
 - ii. The Principal shall prepare a packet including:
 1. Expulsion documents from the originating district,
 2. Any behavior or incident reports provided,
 3. Student records (if available),
 4. Staff recommendations (if applicable).
 - iii. After the Board hearing:

1. If the Board finds no continuing danger, the student may be admitted or conditionally admitted with clear terms (e.g., check-ins, behavior contract).
2. If the Board finds the student poses a continuing danger, the student shall not be admitted.

4. Enrollment After the Term of Expulsion

- a. Mandatory Expulsion Offenses (§ 48915(a)/(c))
 - i. The Director or designee will arrange a Board hearing under § 48918.
 - ii. The Board must find that the student does not pose a continuing danger in order to be admitted.
- b. Other Expellable Offenses
 - i. The student may request enrollment in accordance with standard residency or interdistrict transfer procedures.
 - ii. A Board hearing is not required unless the Director, Principal, or designee determines one is necessary based on available information.

5. Documentation Requirements

- a. The following documents must be maintained in the student file (separate from the cumulative record when required by law):
 - i. Copy of the expulsion order and findings from the previous district
 - ii. Hearing notices and agendas
 - iii. Board decision letter
 - iv. Conditional admission agreement(s), if applicable
 - v. Record of communication with parents/guardians

6. Communication with Parents/Guardians

- a. All decisions (approval, conditional admission, denial) shall be communicated in writing.
- b. The decision letter shall include:
 - i. The Board's determination,
 - ii. Any conditions of enrollment,
 - iii. Appeal information if legally applicable.

7. Implementation

- a. The Director or designee shall ensure:
 - i. Timely scheduling and notice of hearings,
 - ii. Secure handling of all records,
 - iii. Consistent application of this regulation in compliance with state law and Policy 5119.

AR 5125 - CELL PHONE/ELECTRONIC USE

Pursuant to California Educational Code 49801.7, at IvyTech Charter School, cell phones are to remain in the off position during school hours, unless given explicit directions for instructional purposes by full-time staff, cell phone usage is completely restricted during class periods.

Cell phones and headphones must not be visible during class or during restroom breaks. Cell phone use will be acceptable during the lunch period so long as they are not being used to create video or to play music without headphones. Use of cell phones during passing periods is discouraged. At no time are cell phones permitted to be in use during class periods with guest teachers. Class syllabi govern the norms inside each particular classroom. Students may be asked to place their devices in a locker or on the instructor's desk prior to the start of class to limit distractions.

In the event the norms are not being followed in the classroom environment, the following actions are in place to curb cell phones becoming distractions in the classroom:

First Offense:

1. Teacher asks student to put cell phone/equipment away, documents incident, and speaks with the student giving them a warning.
2. Teacher calls home.

Second Offense:

1. Teacher confiscates cellphone and places it on their desk, documents incident, and speaks with the student.
2. Teacher calls home.

Third Offense:

1. Teacher refers student and cell phone/equipment to administrator.
2. Administrator confiscates until end of day.
3. Teacher and/or administrator calls home and documents incident.
4. Student may be require to complete a reflection assignment.

Fourth Offense:

1. Teacher refers student and cell phone/equipment to administrator.
2. Administrator holds phone until parent is able to retrieve the phone and documents on student record.
3. Administrative Conference with student and parent to discuss and review cell policy. This meeting may also include a short video.
4. Student will be required to complete a reflection assignment.

If a student refuses to relinquish the cell phone/electronic device and/or headphones to a staff member when asked, that student will meet with an administrator and face possible Home Suspension or restriction to program placement.

Use of Cameras, Videophone, or other Visual Recording Devices

There has been a variety of incidents at schools across the country involving inappropriate use of video recording devices. In an effort to be proactive, ITCS is prohibiting the use of cameras, videophones, or other visual recording devices on campus or at school related activities. This policy, unlike our long standing Cell Phone and Electronic Equipment Policy, extends to the time before school, after school, at school related events (such as field trips, events, dances, etc.) or at moments when the school and district's jurisdiction is enforced. This may include when a student is on another campus or to and from school. The only exceptions to this policy include when a student has permission from a staff member to appropriately utilize such devices. Examples include recording an event for a team, or a prior approved classroom assignment. Violations of this policy could result in disciplinary actions.

Electronic devices such as IPODs, MP3 players, video cameras, radios, electronic toys, laser pointers or any other electronic devices or games are not permitted at school at any time.

The school will not be responsible for lost or stolen prohibited items.

AR 5150 - ENROLLMENT PROCEDURE FOR INDEPENDENT STUDY PROGRAMS

The Administration of IvyTech Charter School (ITCS) has adopted the following enrollment procedure for all programs offered by the school. IvyTech strives to create a personalized learning culture and environment. The culture and learning environment is founded upon open and clear communication, positive collaborative relationships, and high standards for serving students and families through their educational learning experience. Our new student induction process is an integral part of the plan to achieve the school's vision, mission, and goals.

Enrollment is a 4 step process:

Step 1: Prospective families first schedule an in-person tour and meet with the school's principal/administrator to discuss the school's program and tour the school's facilities.

Step 2: Complete a registration form. The form can be emailed or provided as a hard copy.

PLEASE NOTE: Students already enrolled in another school DO NOT withdraw until IvyTech has completed the registration review process and have contacted the parent/guardian to confirm an orientation date to begin enrollment with IvyTech. The student's orientation will be their first day of attendance with us. At that time the student MUST be withdrawn from their previous school and provide a withdrawal notice with a withdrawal date printed on it to confirm the student will not be dually enrolled.

Step 3: Once we receive the completed registration, IvyTech will call the prospective family to schedule an appointment for admission/orientation.

PLEASE NOTE: Parent/guardian will need to bring the following documentation to the orientation appointment:

Withdraw papers (including checkout grades from student's previous school),
unofficial transcripts

Step 4: Orientation- Once students are registered, they will meet with their assigned advisor to fill out and sign all required documents, enroll in classes, complete baseline diagnostic assessments, and review the program. Students under the age of 18 years must have a parent or legal guardian present to sign the Written Agreement. Required documentation includes:

Written Agreement (to be signed each new semester)
IvyTech Charter's Technology and Internet Responsible Use Agreement
Program Acknowledgements

Students will also be assigned the following:

Chromebook computer
IvyTech email address (*first initial and last name@ivytechcs.org*)
School Pathways and learning management systems login credentials

NOTE: All students in grades 7-12 will be required to take a English and math test for diagnostic purposes.

AR 5175 - LUNCH POLICY

IvyTech Charter has partnered with local businesses to provide meal services to our students for lunch time.

- Each student is entitled to one (1) lunch ticket per academic day.
- Lunch tickets may be redeemed at Char Broiler Express, Carnitas Mi Rancho, or Custom Pie.
- Students are responsible for covering any additional costs incurred from ordering items beyond the approved menu.
- Students are to order their meal from these select businesses and return to campus to eat without being disruptive to business or other patrons.
- Approved areas for eating:
 - E3-4-5-6
 - Outdoor tables located between Carnitas Mi Rancho and Custom Pie.
- Lunch must be consumed during designated lunch time and will not be allowed in classrooms.
- Trash is to be disposed of before leaving eating area.

Restrictions

- Middle School students must remain in designated areas during lunch time and passing periods.
- High school students may only frequent Starbucks, Subway, the gas station, Ubatuba, or other businesses in the Moorpark Campus Plaza with written permission from a parent or guardian.
- High school students with their own personal vehicles may leave campus for lunch with written permission from a parent or guardian.
 - Student drivers must sign out in the Front Office prior to leaving campus.
 - These students are responsible for returning to campus prior to the start of 5th period, prepared to start class when the bell rings.
 - Student drivers must sign-in with the Front Office upon their return to campus.
- Students are prohibited from going to the parking lot to visit at or in another individual's vehicle.
 - Students may not drive other students to any location, with the exception of siblings whose parents have provided written permission.

BP 5200 – TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLY POLICY

IvyTech Charter Schools (“ITCS” or the “Charter School”) adopt this Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy to apply to students enrolled in ITCS.

Discrimination, sex-based harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, ITCS prohibits any acts of discrimination, sex-based harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school property,

at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means.

As used in this policy, discrimination, sex-based harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this policy.”

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School staff that witness acts of misconduct prohibited by this policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. The Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this policy.

Definitions

Prohibited Unlawful Harassment

1. Verbal conduct such as epithets, derogatory jokes or comments, or slurs.
2. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
3. Retaliation for reporting or threatening to report harassment.
4. Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter

School.

The Charter School is committed to providing a work and educational environment free of sex-based harassment and considers such harassment to be a major offense, which may result in disciplinary action up to and including termination. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sex-based 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:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress;
2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual;
3. 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
4. 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 the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sex-based harassment against themselves or against another individual.

Sex-based harassment may include, but is not limited to:

1. Physical assaults of a sexual nature, such as:
 - a. Rape, sexual battery, molestation or attempts to commit these assaults.
 - b. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
2. Unwanted sexual advances, propositions or other sexual comments, such as:
 - a. Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - b. 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.
 - c. Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
3. Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - a. 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 educational environment.
 - b. Reading publicly or otherwise publicizing in the educational environment

materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

- c. Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

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

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act.

Bullying includes one or more acts committed by a student or group of students that may constitute sex-based harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - *“Reasonable pupil” is defined as a pupil, including but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of the same age, or for a person of the same age with the same exceptional needs.*
2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
4. Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Website including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation* of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying” above.
**“Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - c. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sex-based harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School’s education program or activity or signed by the Coordinator alleging sex-based harassment against a respondent and requesting that Charter School investigate the allegation of sex-based harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sex-based harassment.

Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

Charter School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the public had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

Charter School informs its employees, students, and parents/guardians of its policies regarding the use of technology in and out of the classroom. The Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

BP 5300 – SUICIDE PREVENTION POLICY

IvyTech Charter Schools (“ITCS” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. In an effort to reduce suicidal behavior and its impact on students and families, the Charter School has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with the Charter School and community stakeholders, school employed mental health professionals, administrators, other school staff members, and the county mental health plan in planning, implementing, and evaluating the Charter School’s strategies for suicide prevention and intervention. The Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

The purpose of this policy is to protect the health and well-being of all of our students by having procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior. Protecting the health and well-being of all students is of utmost importance to our school and is in line with school mandates for all professionals and individuals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school. Youth suicide is preventable, and parents, educators and schools are key to prevention. Preventing suicide depends not only on suicide prevention policies, but also on a holistic approach that promotes healthy lifestyles, families, and communities. Thus, this policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for the Charter School. The suicide prevention point of contact and the Director of Operations shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Staff Development

The Charter School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention. Training shall be provided for all school staff members shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - e. Emphasis on reducing the stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide;
 - ii. Youth with a history of suicide ideation or attempts;
 - iii. Youth with disabilities, mental illness, or substance abuse disorders;
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth;
 - v. Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - vi. Youth who have suffered traumatic experiences;
4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

- a. The impact of traumatic stress on emotional and mental health;
- b. Common misconceptions about suicide;
- c. Charter School and community suicide prevention resources;
- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- e. The factors associated with suicide (risk factors, warning signs, protective factors);
- f. How to identify youth who may be at risk of suicide;
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on the Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on the Charter School guidelines;
- h. Charter School approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- i. Charter School approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- j. Responding after a suicide occurs (suicide postvention);
- k. Resources regarding youth suicide prevention;
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Employee Qualifications and Scope of Services

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs and to prevent the immediate risk of suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter Schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School's Web page and included in the parent handbook.
3. Parents/guardians/caregivers should be invited to provide input on the development

and implementation of this policy.

4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;
 - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of the individual's credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress which may include:
 - a. Coping strategies for dealing with stress and trauma.;
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.;
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.;
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into curricula (e.g., health classes, science classes, and physical education).

The Charter School will support the creation and implementation of programs that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week).

Intervention and Emergency Procedures

The Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. School Counselor
2. School Psychologist

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Director of Operations/Principal or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. When a suicide attempt or threat is reported, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Eliciting immediate medical treatment if a suicide attempt has occurred;
 - b. Eliciting law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Ensuring that the student is under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - e. Moving all other students out of the immediate area if applicable;
 - f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - g. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, the Charter School shall verify with the parent/guardian that the follow-up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of care. If follow up care is still not provided, the

Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted at a school sponsored activity, the suicide prevention liaison shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Director of Operations/Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Director of Operations/Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted unrelated to school activities, the Director of Operations/Principal or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for makeup work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged to notify a teacher, the Director of Operations/Principal, another school administrator, psychologist, counselor, suicide prevention liaisons, or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. The Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Director of Operations/Principal to:
 - a. Confirm death and cause;
 - b. Identify a staff member to contact the deceased's family (within 24 hours);
 - c. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death;
 - b. Emotional support and resources available to staff;
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to the needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment;
 - b. Talking points for staff to notify students;
 - c. Resources available to students
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
5. Identify students affected by suicide death but not at risk of imitative behavior;
6. Communicate with the larger school community about suicide death;
7. Consider funeral arrangements for family and school community;
8. Respond to memorial requests in a respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
9. Identify a media spokesperson if needed.
10. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed
 - b. Support siblings, close friends, teachers, and/or students of deceased
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and

learn how to advocate for themselves and others, and when to go to an adult for help.

Charter School informs Charter School employees, students, and parents/guardians of this policy and encourages parents/guardians to discuss this policy with their children to ensure their children understand and comply with this policy.

Professional Development

Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- a. Physical cuts or injuries
- b. Lost or broken personal items
- c. Fear of going to school/practice/games
- d. Loss of interest in school, activities, or friends
- e. Trouble sleeping or eating
- f. Anxious/sick/nervous behavior or distracted appearance
- g. Self-destructiveness or displays of odd behavior
- h. Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- a. Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- b. Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for students.

Grievance Procedures

Scope of Grievance Procedures

Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful 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.

BP 5350 – REFERRAL PROTOCOLS FOR ADDRESSING PUPIL BEHAVIORAL HEALTH CONCERNS

IvyTech Charter Schools (“ITCS” or the “Charter School”) recognizes the need to define a policy on referral protocols for addressing pupil behavioral health concerns in grades 7–12. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services.

Addressing the Needs of High-Risk Groups (EC Section 49428.2(b)(3))

The Governing Board hereby adopts this policy to address the needs of high-risk pupil groups, which include but are not limited to the following:

- Pupils with disabilities, mental illness, or substance use disorders.
- Foster youth and youth placed in out-of-home settings.
- Homeless youth.
- Pupils experiencing bereavement or loss of a close family member or friend.
- Pupils for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning pupils.

The Director and Principal are responsible for coordinating the implementation of these group-specific referral protocols in collaboration with the Special Education Coordinator, Foster Youth Liaison, Homeless Liaison, and the School Counselor.

School leadership may also identify additional pupil groups at local discretion, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Student Privacy

The Charter School recognizes and agrees to abide by the variety of federal and state student data privacy laws and regulations (including but not limited to the Family Educational Rights and Privacy Act [FERPA], EC Section 49073, et seq., etc.) with which the Charter School must comply in connection with its policy on referral protocols for addressing pupil behavioral health concerns and in connection with implementation of its policy and protocols, including but not limited to any of subsets of its policy, such as those listed below.

Needs Assessment

The Director, Principal, or designee shall conduct an annual needs assessment to:

- Identify behavioral health trends.
- Review available resources.
- Detect service gaps within the school community.

Capacity Building

ITCS shall:

- Provide professional development on referral pathways and staff roles.
- Clarify responsibilities among certificated and classified staff.

- Maintain partnerships with school-linked behavioral health professionals and community providers

Planning

The Director, Principal, or designee shall:

- Define referral pathways for crisis and non-crisis concerns.
- Establish goals and assign responsible roles for each step in the referral process.
- Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

Implementation

ITCS shall establish step-by-step procedures to:

- Initiate referrals;
- Document concerns;
- Notify parents/guardians consistent with law;
- Triage level of need;
- Link pupils to appropriate services; and
- Schedule follow-up checks.

Evaluation and Continuous Improvement

ITCS shall conduct an annual evaluation of referral protocols that includes:

- Data collection and analysis.
- Input from staff, families, and community stakeholders.
- Targeted improvements based on results.
- Evaluation monitors outcomes such as:
 - Median time to first contact;
 - Percentage of follow-ups completed within ten school days;
 - Referral closure rates; and
 - Results for the pupil groups identified in EC Section 49428.2(b)(3).

A summary of results is reported to the Governing Board annually to support transparency and continuous improvement.

Training

ITCS shall ensure that teachers of pupils in grades 7–12 receive training on pupil behavioral health. Training materials approved by the Charter School shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both the school site and within the larger community; and
- When and how to refer pupils and their families to those services.

Authorization and Scope of Practice

In order to ensure that all school employees act only within the authorization or scope of their credential or license, the Charter School shall:

- Provide training and guidance to staff, clarifying their roles in the referral process and the limits of their credentials or license(s).
- Direct employees to refer pupils to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.

- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Consistent with EC sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

Legal Reference:

EDUCATION CODE
49428.2

AR 5350 – REFERRAL PROTOCOLS FOR ADDRESSING PUPIL BEHAVIORAL HEALTH CONCERNS

Purpose

This Administrative Regulation establishes the procedures by which IvyTech Charter School (“ITCS” or the “Charter School”) implements Board Policy 5350 to identify, refer, and support pupils in grades 7–12 with behavioral health concerns. These procedures are intended to ensure timely, coordinated, lawful, and appropriate referrals to behavioral health services while safeguarding pupil privacy and ensuring staff act within the scope of their credentials and licensure.

I. Roles and Responsibilities

- Site and Administrative Leadership - The Director and Principal, or designee(s), shall be responsible for overall implementation and oversight of referral protocols and shall:
 - Ensure annual needs assessments are conducted.
 - Approve referral pathways and procedures.
 - Coordinate internal and external resources.
 - Ensure staff training requirements are met.
 - Report annual evaluation data to the Governing Board.
- Coordinating Staff - The following staff collaborate in implementing referral protocols, as applicable to the pupil’s needs:
 - School Counselor
 - Special Education Coordinator
 - Foster Youth Liaison
 - Homeless Liaison
 - Designated Mental Health or Wellness Staff
- All School Staff - All certificated and classified staff shall:
 - Observe and document behavioral health concerns.
 - Follow established referral procedures.
 - Maintain confidentiality.
 - Refer pupils only to authorized personnel.

II. Identification of High-Risk Pupil Groups

Referral protocols shall include specific considerations for pupils identified in EC §49428.2(b)(3), including but not limited to:

- Pupils with disabilities, mental illness, or substance use disorders
- Foster youth and pupils in out-of-home placements
- Homeless pupils
- Pupils experiencing grief or loss
- Pupils with suspected behavioral health or substance use disorders
- LGBTQ+ pupils

School leadership may identify additional pupil groups at local discretion based on data, staff observations, or community partner input.

III. Student Privacy and Confidentiality

All referral activities shall comply with applicable state and federal privacy laws, including but not limited to FERPA and EC §§49073–49079.

Procedures include:

- Limiting access to pupil behavioral health information to staff with a legitimate educational interest.
- Maintaining referral documentation in secure systems.
- Sharing information with external providers only pursuant to appropriate consent, legal authority, or memoranda of understanding (MOUs).
- Training staff annually on confidentiality and mandated reporting obligations.

IV. Annual Needs Assessment

The Director, Principal, or designee shall conduct an annual behavioral health needs assessment that includes:

- Review of referral data and trends.
- Identification of high-risk pupil groups.
- Inventory of internal and external resources.
- Identification of service gaps or delays.
- Results shall inform planning, training, and partnership decisions.

V. Capacity Building

ITCS shall implement capacity-building strategies that include:

- Annual professional development on:
 - Behavioral health warning signs
 - Referral procedures
 - Staff roles and limitations
- Clear communication of referral responsibilities for certificated and classified staff.

Maintenance of active partnerships with:

- School-linked behavioral health professionals
- Community-based agencies
- County or regional service providers

VI. Referral Pathways and Planning

Referral pathways:

- Crisis Referrals - For pupils presenting an imminent risk to themselves or others, procedures shall include:
 - Immediate notification of site administration.

- Engagement of appropriately credentialed professionals.
- Parent/guardian notification consistent with law.
- Coordination with emergency services when required.
- Non-Crisis Referrals - For concerns not requiring immediate intervention, procedures shall include:
 - Documentation of observed concerns.
 - Referral to designated school staff.
 - Review and triage of the level of need.
 - Parent/guardian notification and consent, as required.
 - Connection to school-based or community services.

MOUs may be established with external providers to support referral handoffs and information sharing.

VII. Referral Implementation Procedures

Referral protocols shall include step-by-step procedures to:

- Initiate Referrals
 - Staff submit concerns using designated referral forms or systems.
- Document Concerns
 - Objective observations are recorded without diagnosis.
- Triage Level of Need
 - Authorized staff determine urgency and appropriate supports.
- Notify Parents/Guardians
 - Notification occurs in compliance with applicable law and policy.
- Link to Services
 - Pupils are connected to school-based supports or external providers.
- Follow-Up and Monitoring
 - Follow-up checks are scheduled and documented.

VIII. Training Requirements

Teachers of pupils in grades 7–12 shall receive training approved by ITCS that includes:

- When and how to refer pupils and families.
- Understanding the limits of their role in behavioral health support.
- Training shall be documented annually.

IX. Authorization and Scope of Practice

To ensure compliance with credentialing and licensure requirements, ITCS shall:

- Provide staff with written guidance defining authorized actions.
- Maintain referral protocols specifying which positions may act at each stage.
- Review job descriptions and assignments for alignment with licensure.
- Direct staff to refer pupils to licensed or credentialed professionals when concerns arise.
- Prohibit unlicensed staff from diagnosing or treating behavioral health conditions.

Nothing in this regulation authorizes school employees to diagnose or treat behavioral health disorders unless they are specifically licensed and employed to do so, consistent with EC §§49428.1(b)(8) and 49428.2(b)(5).

X. Evaluation and Continuous Improvement

ITCS shall conduct an annual evaluation of referral protocols that includes:

- Data collection and analysis.
- Input from staff, families, and community partners.

Review of outcomes, including:

- Median time to first contact
- Percentage of follow-ups completed within ten school days
- Referral closure rates
- Outcomes for identified high-risk pupil groups

A summary of evaluation results shall be reported to the Governing Board annually.

Behavioral Health Concern Referral Form (Staff-Initiated)

Student Information: Name - Grade -	
Referring Staff Information: Name - Date of Referral -	
Observed Concerns <i>(Check all that apply)</i>	<input type="checkbox"/> Attendance concerns <input type="checkbox"/> Academic disengagement <input type="checkbox"/> Emotional distress (e.g., withdrawal, sadness) <input type="checkbox"/> Behavioral concerns (e.g., aggression, impulsivity) <input type="checkbox"/> Substance use concerns <input type="checkbox"/> Grief or loss <input type="checkbox"/> Foster youth-related stressors <input type="checkbox"/> Housing insecurity <input type="checkbox"/> LGBTQ+ related stressors <input type="checkbox"/> Other <hr style="width: 20%; margin-left: auto; margin-right: 0;"/>
Objective Observations <i>(Describe what was observed. Do not diagnose.)</i>	<i>Ex: "Student reported difficulty sleeping and missing assignments for two weeks."</i>
Urgency Indicator	<input type="checkbox"/> Non-Crisis Concern <input type="checkbox"/> Potential Crisis (requires immediate admin review)
Prior Intervention(s)	<input type="checkbox"/> Classroom support <input type="checkbox"/> Counselor check-in <input type="checkbox"/> Parent contact <input type="checkbox"/> None to date

Staff Signature

Date

Behavioral Health Concern Triage & Action Log	
Completed by: School Counselor / Administrator / Designated Staff <i>(Circle One)</i>	
Student Information: Name - Grade -	
Referring Staff Information: Name - Date of Referral -	
Triage Determination <i>(Check all that apply)</i>	<input type="checkbox"/> Crisis <input type="checkbox"/> Moderate concern <input type="checkbox"/> Mild concern/monitoring
Action Taken	<input type="checkbox"/> Same-day crisis protocol initiated <input type="checkbox"/> Parent/guardian contacted <input type="checkbox"/> Consent obtained <input type="checkbox"/> Internal support assigned <input type="checkbox"/> External referral made
Assigned Supports	<input type="checkbox"/> Assigned staff member: <input type="checkbox"/> Internal service: _____ <input type="checkbox"/> External provider: _____ _____
Follow-Up Schedule	First Follow-Up Date: _____ Second Follow-Up Date: <i>(if needed)</i> _____
Follow-Up Status	<input type="checkbox"/> Continue services <input type="checkbox"/> Adjust supports _____ _____ <input type="checkbox"/> Closed referral Closure Reason (if applicable) <input type="checkbox"/> Goals met <input type="checkbox"/> Family declined services

Behavioral Health Concern Triage & Action Log	
	<input type="checkbox"/> Referred to long-term provider

Parent/Guardian Notification & Consent for Behavioral Health Referral
Completed by: School Counselor / Administrator / Designated Staff <i>(Circle One)</i>
Student Information: Name - Grade -
Referring Staff Information: Name - Date of Referral -
Reason for Referral: Proposed Support: <input type="checkbox"/> School-based counseling/check-ins <input type="checkbox"/> Community mental health referral <input type="checkbox"/> Other:
Consent <input type="checkbox"/> I consent to the referral described above <input type="checkbox"/> I do not consent at this time

Parent/Guardian Signature

Date

If confirmation of referral receipt was given via email or phone:

Date of Contact:

Name of Parent/Guardian:

BP 5400 – STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY

IvyTech Charter Schools (“ITCS” or the “Charter School”) adopt this Student Freedom of Speech and Expression Policy to apply to students enrolled at ITCS. ITCS respects students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

Student Expression

Student free speech rights include, but are not limited to the distribution of printed materials or

petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student expression, including but not limited to student expression on internet web sites, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students or staff, or substantially disrupts the educational program. The Charter School Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following:

1. **Obscenity:** when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and
(3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. **Defamation:** Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. **Discriminatory Material:** material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
 - **Harassment (including sex-based harassment), Intimidation and/or Bullying:** severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sex-based harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health, (3) causing a reasonable student to experience a substantial interference with the student's academic performance, (4) causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - **Fighting Words:** words likely to cause (1) the average person to fight or (2)

the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

- **Vulgarity and/or Profanity:** the continual use of curse words by a student, even after warning.
- **Violating Privacy:** publicizing or distributing confidential or private material without permission.

Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Charter School Executive Director or designee at least one (1) school day prior to distribution. The Charter School Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Charter School Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.
2. Distribution, free or for a fee, may take place during an educational activity provided there is no substantial disruption in the school programs as determined by the Charter School Executive Director.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not be substantially disruptive to the educational activity as determined by the Charter School Executive Director or designee.

Official School Publications

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy. The staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. ITCS officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the staff adviser to the Charter School Executive Director.

Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

Organized Demonstrations

Students have the right to lawful organized demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts during educational activities or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the educational activity are prohibited.

No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

Enforcement

- Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance. The Charter School Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
- This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by ITCS students.
- No ITCS employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
- ITCS shall not make or enforce a rule subjecting a high school student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with ITCS through the Charter School's Uniform Complaint Policies and Procedure.

BP 5500 – ACCEPTABLE USE POLICY

IvyTech Charter Schools ("ITCS" or the "Charter School") adopt this Acceptable Use Policy (AUP) to apply to students enrolled in ITCS. ITCS provides technology resources to its students solely for educational purposes. Through technology, ITCS provides access for students and staff to unlimited resources. Expanding technology provides tremendous opportunities for enhancing, extending, and rethinking the learning process. The goal in providing these resources is to promote educational excellence by facilitating resource sharing, innovation, and communication with the support and supervision of the parent/guardian and credentialed teacher.

With this access brings the potential exposure to material that may not hold educational value or may be harmful or disruptive to the student's learning experience.

The purpose of this policy is to ensure that student internet access on school-owned computers will be appropriate and used only for educational purposes, consistent with the acceptable standards of the Charter School.

All computer equipment, programs, supporting materials, and peripherals of any nature which the student receives from the Charter School are loaned to the student for educational purposes only and belong to ITCS. As a condition of receiving and using any such equipment, the student and student's parents/guardians acknowledge that there is no right nor expectation of privacy whatsoever related to the student's use of such equipment. The Charter School retains the right to monitor, at all times, Internet/computer activity accessed by this equipment, review any material stored in files on such equipment, edit or remove any material which the Charter School staff, in its sole discretion, believes violates the above standards.

Information services such as online educational resources provided by ITCS may occasionally require new registration and account information to continue the service. This will require the Charter School to give out certain portions of student's personal information to one or more 3rd party(s) required for this requested service, such as logon information, etc. Student and parent/guardian's signatures of this policy and the use of said computer equipment or school-provided online resources indicate specific consent to such release of personal information.

Students using the Internet shall be closely supervised by the parent/guardian. Students and their parents/guardians are ultimately responsible for the materials accessed through the use of student Internet accounts. Parents/guardians will be responsible for the supervision of students using the Internet. The California Computer Crime Bill (1979) added section 502 to the Penal Code making it a felony to intentionally access any computer or system or network for certain purposes, including:

1. Devising or executing any scheme or artifice to defraud or extort or,
2. Wrongfully control or obtain money, property, or data.
3. Knowingly accesses and without permission adds, alters, damages, deletes, or destroys any data, computer software, or computer programs which reside or exist internal or external to a computer, computer system, or computer network.
4. Knowingly and without permission accesses or causes to be accessed any computer, computer system, or computer network
5. Knowingly introduces any computer contaminant into any computer, computer system, or computer network.

Anyone committing acts of this kind, or any other actions prohibited by law with ITCS owned computers and/or equipment will face legal action and disciplinary procedures.

It is the intent of this policy to protect students from inappropriate information. However, the staff cannot screen all of the materials available on the Internet. Willful access to inappropriate material in any form by students as well as the importation of any material from “outside sources” on ITCS owned computers and/or equipment is a violation of this policy and may result in disciplinary action including, but not limited to, the revocation of school-provided computer and/or equipment and/or discipline, up to and including, expulsion of the student. Students, staff and parents/guardians hold a joint responsibility to ensure that inappropriate material is not displayed or available on any computer.

Parents/guardians will teach the student about Internet safety, including how to protect online privacy and how to avoid online predators using resources such as materials available at: <http://www.digitalcitizenship.net>. ITCS has also adopted internet safety policies in accordance with applicable law, including the Children’s Internet Protection Act, which will be provided to parents/guardians.

This policy does not attempt to articulate all required or proscribed behavior by users. Misuse may come in many forms; it is commonly viewed as any transmission(s) sent or received that suggest or indicate pornography, unethical or illegal solicitation, racism, sexism and inappropriate language.

The following characterize, but do not exhaustively list all unacceptable behavior:

1. Using the Charter School funded Internet/computer system for illegal, inappropriate, or obscene purposes or in support of such activities
2. Utilizing the Charter School funded Internet/computer system for any illegal activity, including violation of copyrights or other contracts relating to licensed uses.
3. Intentionally disrupting equipment of system performance.
4. Downgrading the equipment or system performance.
5. Damaging or misusing any hardware or software.
6. Utilizing the Charter School's computing resources for commercial/financial gain or fraud.
7. Pirating and/or theft of data, equipment, or intellectual property.
8. Gaining or seeking to gain unauthorized access to resources or entities.
9. Utilizing the system to encourage the use of drugs, alcohol or tobacco or any promotion or attempt to promote any unethical behavior.
10. Using harassing, abusive or obscene language.
11. Annoying, harassing or intentionally offending another person.
12. Introducing computer viruses into the system.
13. Forging electronic mail messages or using an access owned by, or used by another.
14. Wasting of resources.
15. Invading the privacy of others.
16. Possessing data in any form (including hard copy or disk) which might be considered a violation of these rules.
17. Sharing of virtual class meeting links (for example Zoom, Google hangouts, Microsoft Teams, or any other virtual meeting platform) with any individual. This includes the posting or sharing of the link on any virtual platform.
18. Obscuring personal identity in virtual sessions by changing your name or any other means to shroud your identity.
19. Participating in any behavior that disrupts a virtual session by "bombing", which for the purposes of this policy is to mean facilitating the sharing of media that is unrelated to the subject material of the session with an intent of disrupting the session.

Consequences of Non-compliance

As with any other violation of the Charter School's rules and regulations, consequences of violations include, but are not limited to, the following:

1. Limitations of school funded computer access
2. Revocation of school funded computer access
3. Disciplinary processes up to expulsion or involuntary withdrawal
4. Legal action and prosecution

5. Financial liability for loss of Internet/computer system

The parent/guardian is responsible to abide by and to ensure the student abides by the provisions and conditions of this policy and that any violations of the above provisions may result in disciplinary action, the revoking of the user account, and appropriate legal action.

The parent/guardian is also responsible to report any misuse of the information system to the Charter School administration.

BP 5600 – ACADEMIC INTEGRITY POLICY

IvyTech Charter Schools (“ITCS” or the “Charter School”) adopt this Academic Integrity Policy to apply to all students at ITCS.

The school considers academic honesty to be one of its highest values. Students are expected to be the sole authors of his/her work and to exhibit honest behavior and academic integrity. Students must neither give nor receive any unauthorized aid on any test, paper, or assignment. The purpose of this policy is to create and maintain ethics and integrity in all academic endeavors and to provide our students with an understanding of what is and is not acceptable.

Upon enrollment and at the beginning of each school year students and parents/guardians will be required to complete high school orientation, which includes resources on academic integrity and plagiarism and a discussion about the Academic Integrity Code.

Academic Integrity Code: I will not cheat or give or receive any unauthorized aid on any test, paper, or assignment.

Examples of plagiarism and academic dishonesty include, but are not limited to:

1. Quoting someone else's words, sentences, paragraphs, or an entire paper without acknowledging the source
2. Paraphrasing someone else's ideas, opinions, or theory without acknowledging the source
3. Imitating someone else's structure or argument without acknowledging the source
4. Using more of a source than you acknowledged in your citation
5. Copying a fellow student's work, paper, and/or essay and turning it in as your own
6. Copying another student's computer file and submitting the work as your own, or allowing such to happen
7. Buying an essay, paper, or written work online without acknowledging the source
8. Changing or altering a grade
9. Using teacher manuals or answer keys, exam admin codes, etc.
10. Communicating verbally or nonverbally with another student during a test, or by working on an assignment with another student while in the possession or vicinity of another student's work without prior teacher permission.

Regardless of the student's intent, the above acts constitute plagiarism and/or academic

dishonesty. In essence, plagiarism is the theft of someone else's ideas and/or work. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from other sources. Sources include published primary and secondary materials, electronic media, and information and opinions gathered directly from other people. It is the responsibility of the student to avoid the appearance of both violating and intending to violate the Academic Integrity Code.

Process for Addressing Incidents of Academic Dishonesty

Consequences for incidents of academic dishonesty are cumulative and are not specific to one course.

First incident:

If a student is suspected of plagiarism or academic dishonesty:

1. The teacher of record will confirm the student plagiarized or has been academically dishonest
2. The teacher of record will fill out the academic integrity form and notify the Principal. Within 3 days of being notified of the incident the student will review the level 1 plagiarism resources and fill out the student academic integrity infraction form outlining the student's understanding of the incident and steps that will be taken to avoid future incidents.
3. The student will receive a score of '0' on the question(s) plagiarized and will redo the assignment. The redone assignment will be graded and the grade will replace the score earned on the original assignment.
4. Student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

Second incident:

If a student is suspected of plagiarism or academic dishonesty for a second time:

1. The student will receive an 'F' for the assignment and re-do the assignment. The redone assignment will be graded and the grade averaged with the 'F' earned for the original assignment.
2. The teacher of record will fill out the academic integrity form and notify the Principal. Within 3 days of being notified of the incident the student will review the level 2 plagiarism resources with his/her parent/guardian and fill out the student academic integrity infraction form outlining his/her understanding of the incident and steps that will be taken to avoid future incidents.
3. A conference call with the teacher, parent/guardian, and Principal will be scheduled to explain seriousness and to provide additional support and resources.
4. Student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

request.

Third incident:

If a student is suspected of plagiarism or academic dishonesty for a third time:

1. The student receives an 'F' on the assignment with no opportunity to re-do the assignment.
2. The teacher of record will fill out the academic integrity form and notify the Principal. Within 3 days of being notified of the incident the student will review the level 3 plagiarism resources with his/her parent/guardian and fill out the student academic integrity infraction form outlining his/her understanding of the incident and steps that will be taken to avoid future incidents.
3. Conference call with teacher, parent/guardian, Principal.
4. Student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

Fourth incident:

If a student is suspected of plagiarism or academic dishonesty for a fourth time:

1. The student receives an 'F' on the assignment with no opportunity to re-do the assignment.
2. The final course grade will be lowered by one grade level.
3. The teacher of record will fill out the academic integrity form and notify the Principal. Within 3 days of being notified of the incident the student will review the level 4 plagiarism resources with his/her parent/guardian and fill out the student academic integrity infraction form outlining the student's understanding of the incident and steps that will be taken to avoid future incidents.
4. Conference call with teacher, parent/guardian, Principal and Director of Operations.
5. Related education records, including disciplinary records, may be provided to colleges or other school districts where the student seeks to enroll or transfer as permitted in accordance with applicable law. Comments will be added to the student's report card.
6. Student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

Special Education Students

If the at-risk student is an identified Special Education student, including a student with an IEP, the teacher will contact the Special Education Department and comply with all provisions of applicable law in addressing any student conduct concerns, including plagiarism. If the student has a 504 plan the teacher will notify the 504 Coordinator.

Grievance Procedure

The following procedure is established to ensure that students' grievances are addressed fairly by the appropriate persons in a timely manner. The school prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, or religion.

If a student is accused of plagiarism, cheating or other forms of academic dishonesty and the parent/guardian and/or student disagrees:

1. The student and parent/guardian will address Principal in writing with the reason for the grievance, including why they believe the accusation is not accurate/appropriate.
2. The Principal will investigate and respond with a written determination within ten (10) working days.
3. If the concern or grievance is not resolved, the student and parent/guardian may, within ten (10) working days, request a review with the governing board. The board shall investigate and respond to the student and parent/guardian within ten (10) school days after the review. The decision of the board will be accomplished by the vote of a simple majority and the decision is final.

BP 5700 – TRANSCRIPTS FROM NON-ACCREDITED SCHOOLS POLICY

IvyTech Charter Schools (“ITCS” or the “Charter School”) adopt this Transcripts from Non-Accredited Schools Policy to apply to students enrolled in ITCS.

IvyTech strives to provide a rich, personalized path toward meeting graduation requirements. We welcome transfer students from all educational backgrounds. When a student enrolls with IvyTech from a non-accredited school or homeschool we must vet the courses and credits being claimed before we add those courses and credits to our transcript.

Policy for Accepting Credits on Transcripts from Non-accredited Schools and Homeschools

IvyTech will evaluate transcripts from a student’s previous school and grant credit toward IvyTech graduation requirements if the credits were earned at an accredited school and are credits that could have been earned at IvyTech.

Grade Level Placement

IvyTech will place students based in the grade level that corresponds with their 9th grade cohort year in CALPADS. Students who enroll from non-accredited schools or homeschools will be placed in the grade level commensurate with the number of credits they have earned toward graduation requirements at the discretion of the Secondary Education Department.

Non-accredited Schools/Homeschools

Students presenting transcripts/credits from a homeschool and/or non-accredited schools will be asked to provide additional documentation listed below for those courses, including but not limited to work samples, test scores, or projects for each course. These will be evaluated by IvyTech secondary education department staff, and credits will be granted at the discretion of secondary education department staff. Generally, IvyTech will accept a maximum of 40 credits per semester.

BP 5800 – SELF-ADMINISTRATION OF MEDICATION POLICY

IvyTech Charter Schools (“ITCS” or “Charter School”) adopt this Self-Administration of Medication

Policy to apply to students enrolled in ITCS. The purpose of this policy is to ensure the safe, accurate self-administration of medication to students during school hours in compliance with the California Education Code, legal mandates and safe practice (California Education Codes Sec. 49423-49423.1; American Disabilities Act. Section 504).

General Policy

All medications, including prescription and over the counter medication administered to students by themselves shall require a signed "Authorization for Student to Self-Possess / Self-Administer Medication" form. The medication administration form must be signed by the legal parent/guardian and authorized prescriber and shall include:

- (1) student's name; medication name; medication dosage, medication frequency and duration of treatment; possible side effects; and confirmation that the student is able to self-administer such medication.
- (2) consent authorizing designated school personnel to contact the physician should questions arise.

Procedure

In order for a student to self-possess and/or self-administer prescription and/or over the counter medication, the following criteria must be met:

1. The parent/guardian shall obtain a written statement from the physician, surgeon or physician assistant detailing: student's name; medication name; medication dosage, medication frequency and duration of treatment; possible side effects; and confirmation that the student is able to self-administer such medication.
2. The parent/guardian shall complete this Authorization for Student to Self-Possess / Self-Administer Medication, providing consent for the student to self-possess/self-administer medication; allowing consent for designated school personnel to consult with the student's physician if questions or concerns arise; and releasing the school, district and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.
3. The written statements specified in this subdivision shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

Additional Information

1. Self-possession means that under the direction of the physician, the student may carry medication on his/her person to allow for immediate and self-determined administration.
2. Self-administration means that the student can administer the medication in a manner directed by the physician without additional direction or supervision by school staff.
3. For medication other than inhalers/epipens, only that day's supply of medication is to be carried.
4. The student must carry a copy of this form in order to carry their medication. School

administrators and appropriate teachers are informed on a need-to-know basis that the student is permitted to self-possess/self-administer medication.

BP 5850 – ADMINISTRATION OF NALOXONE POLICY

The California Education Code (EC) Section 49414.3 authorizes school districts, county offices of education, and charter schools to provide emergency naloxone or another opioid antagonist to school nurses or trained personnel who have volunteered, and to use naloxone or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In addition, Section 49414.3 states that a school district, county office of education, or charter school may designate one or more volunteers to receive initial and annual refresher training, based on standards regarding the storage and emergency use of naloxone or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.

General Guidelines

1. Naloxone and monthly checklists must be kept at the school in a secure location accessible to designated school personnel.
2. Instructions for Administration of Naloxone Nasal Spray should be used to guide the school nurse or trained unlicensed personnel to administer naloxone in an emergency.
3. All persons receiving emergency naloxone should be immediately transported by emergency medical services (EMS) for emergency medical care, even if symptoms appear to have been resolved.
4. The Director/Principal or designee must maintain on the premises where the naloxone nasal spray is stored, an annually updated Naloxone Emergency Response Site Plan with the following information:
 - a. The name and contact number for the health care provider who signed the standing order.
 - b. Where and how the naloxone will be stored.
 - c. The names of the designated employees who have completed the required training program.
 - d. How and when the naloxone will be inspected for an expiration date.
 - e. The process to replace the expired naloxone, including proper disposal of the expired or used naloxone.
5. The school must maintain records for seven (7) years, including the Naloxone Emergency Response Site Plan and information regarding the acquisition and disposition of naloxone nasal spray.
6. Report of Naloxone Administration is a CONFIDENTIAL REPORT for use by IvyTech Charter School's attorneys. No copies of this report shall be furnished to anyone including employees, students, or parents without permission from the Director of Operations.

Division of Responsibilities

1. Responsibility of School Administrator
In order to implement this policy, school administrators should follow the guidelines below.

School administrators responsible for distributing a notice at least on per school year to all staff requesting volunteers to be trained to administer naloxone.

- a. Coordinate with the credentialed school staff to establish a secure location where the naloxone and monthly checklists must be kept.
- b. Staff training must be conducted. Maintain a copy of the completion certificate in the employee's personnel file. Supplemental training will be conducted by a credentialed school nurse.
- c. Maintenance of training standards written materials must include:
 - i. Techniques for recognizing symptoms of opioid overdose
 - ii. Standards and procedures for the storage, restocking, and emergency use of naloxone nasal spray
 - iii. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting a pupil's parent/guardian/emergency contact or an employee's emergency contact
 - iv. Certification in cardiopulmonary resuscitation is recommended, but not required. I
- d. Monthly Checklist must be completed once a month
- e. Provide each employee who volunteers with a Naloxone Volunteer Notification letter.
- f. Maintain confidential files of all required documentation for a period of seven (7) years. These documents include the annual request for volunteers' letter, monthly checklists, copies of signed volunteer notification letters, and training log sign-in sheets.
- g. Report of Naloxone Administration is a CONFIDENTIAL REPORT. No copies of this report shall be furnished to anyone including employees, students, or parents without permission from the Director of Operations.
- h. Maintain a supply of naloxone at all times. If a naloxone nasal spray has been used, it must be restocked immediately, but no later than 2 weeks after it is used. Naloxone nasal spray must be restocked before its expiration date.
- i. Instructions on how to replenish the school's supply of naloxone are included in the last bullet point of the Naloxone Emergency Response Site Plan
- j. All instances of naloxone usage should be documented by an incident report.
- k. Review that certification in cardiopulmonary resuscitation (CPR) is recommended, but not required.

Guidelines for Emergency Administration

1. Personnel

If opioid overdose is suspected and a physician is not immediately available, a school nurse should administer naloxone to the person suspected of experiencing an opioid overdose. If a school site does not have a school nurse, the school nurse is not onsite or is unavailable, a trained volunteer may administer naloxone to a person exhibiting potentially life-threatening symptoms of an opioid overdose.

2. Symptoms

If a person is exhibiting or reasonably believed to be experiencing any of the following symptoms, immediately administer naloxone, then call 911:

- a. Unconsciousness
- b. Very small pupils (miosis)
- c. Very slow or shallow breathing
- d. Vomiting
- e. An inability to speak
- f. Faint heartbeat
- g. Limp arms and legs
- h. Pale, clammy skin
- i. Blue or purple lips and fingernails

3. Emergency Medical Services

Upon the administration of naloxone, 911 or other emergency medical services must be called so the person may be transported in an emergency vehicle to a hospital for further treatment and observation.

Instructions for Administration of Naloxone Nasal Spray
<i>Use naloxone nasal spray for known or suspected opioid overdose in adults and children. Each naloxone spray has 1 dose and cannot be reused</i>
STEP 1: Evaluate for Signs of Opioid Overdose Signs of OVERDOSE, which often results in death if not treated, include: <ul style="list-style-type: none">● Unconsciousness or inability to awaken● Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened● Fingernails or lips turning blue/purple <p style="text-align: center;">OPIOID HIGH</p> <ul style="list-style-type: none">● Relaxed Muscles● Speech slowed, slurred● Breathing slow or shallow● Appears sleepy, nodding off● Responds to stimuli but difficulty being awakened from sleep● Normal heart beat/pulse● Normal skin color <p style="text-align: center;">OPIOID OVERDOSE</p> <ul style="list-style-type: none">● Pale, clammy skin● Cannot speak, very shallow breathing or not breathing● Slowed heartbeat or stopped● Deep snorting or gurling, vomiting● Unresponsive to stimuli● Cyanotic skin color● Pinpoint pupils
STEP 2: Administration of Naloxone

1. Lay the person on their back to receive a dose of naloxone nasal spray
2. Remove naloxone nasal spray from the box
Peel back the tab with the circle to open the naloxone nasal spray
3. Hold the naloxone nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle
4. Tilt the person's head back and provide support under the neck with your hand
Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the bottom of the person's nose
5. Press the plunger firmly to give the dose of naloxone nasal spray
6. Remove the naloxone nasal spray from the nostril after giving the dose

STEP 3: CALL 911 FOR HELP

Call for help- Dial 911 after naloxone nasal spray is used

- State: "Someone is unresponsive and not breathing."
- Give a specific address and/or description of your location
- Follow dispatcher's instructions

STEP 4: Resuscitate/Support Person's Breathing

- Assess breathing: Perform rescue breathing if needed.
 - Place the person on their back.
 - Check to see if there is anything in their mouth blocking the airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch. If present, remove it while wearing gloves.
 - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
 - If using a mask, place and hold mask over mouth and nose
 - If not using a mask, pinch their nose with one hand and place your mouth over the person's mouth to make a seal and give two (2) slow breaths.
 - Watch for the person's chest (but not the stomach) to rise.
 - Follow up with one breath every 5 seconds.
- Assess pulse: Perform CPR if needed.

STEP 5: Monitor the Person's Response

If the person responds by returning to spontaneous breathing, move the person on their side (recovery position) after giving naloxone nasal spray

- Watch the person closely until help arrives
- If the person does not respond by waking up, to voice or touch, or breathing normally after 2 to 3 minutes of naloxone nasal spray administration, another dose may be given
- Resume rescue breathing if spontaneous breathing does not recur
- Stay with the person until help arrives
- Follow school administrator's guidance regarding the seizing of all illegal and/or nonprescribed opioid narcotics found on victim.

STEP 6: Refer

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better. After an overdose, a person dependent on opioids should be medically monitored for safety
- When safe, remove gloves, if used, following appropriate safety procedures. Avoid touching your eyes, nose, and mouth
- Wash your hands with soap and water for at least 20 seconds. If soap and water are not available and you had no skin contact with illicit drugs, an alcohol-based hand sanitizer with at least 60% alcohol may be used
- Contact parent/guardian per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

Naloxone Administration Report Form		
IvyTech Charter School	Date:	Time:
Location of Incident		
Responding Employee Name, Title, and Date of Last Training		
Name of Patient		
Gender & Age of Subject		
Signs of Overdose present (check all that apply)	<input type="checkbox"/> Unresponsive; <input type="checkbox"/> Breathing Slowly; <input type="checkbox"/> Not Breathing; <input type="checkbox"/> Blue Lips; <input type="checkbox"/> Slow Pulse; <input type="checkbox"/> Other _____	
Overdosed on what drug(s)?	<input type="checkbox"/> Alcohol; <input type="checkbox"/> Benzos/Barbituates; <input type="checkbox"/> Cocain/crack; <input type="checkbox"/> Heroin; <input type="checkbox"/> Marijuana; <input type="checkbox"/> Methadone; <input type="checkbox"/> Any other opioid; <input type="checkbox"/> Suboxone; <input type="checkbox"/> Unkown; <input type="checkbox"/> Other _____	
Subject's Response	<input type="checkbox"/> Responsive & Alert <input type="checkbox"/> Responsive & Sedated <input type="checkbox"/> No Response	
Transferred to Hospital? <input type="checkbox"/> Yes // <input type="checkbox"/> No	Name of Ambulance Service	
Comments:		

Attach this form with submitted Incident Report

AR 5875 - VAPE USE

The California Education Code (EC) Section 48901 authorizes school districts, county offices of education, and charter schools to prohibit the use and possession of any electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device.

For staff and visitors, Health and Safety Code (HSC) sections 104420 and 104559 prohibits the use of nicotine delivery devices. The content of the liquid is inconsequential to the prohibition as it is the device, not the liquid that is prohibited.

The prohibition regarding the use of all tobacco products and e-cigarettes on school property applies to students, staff, visitors, contractors, and those using school property for community events.

First Instance:

1. Confiscation of prohibited devices/materials
2. Documentation of infraction
3. Notification to parents/guardians

Second Instance:

1. Confiscation of prohibited devices/materials
2. Documentation of infraction
3. Notification to parents/guardians
4. Parent/Student/Administrator conference

Third Instance:

1. Confiscation of prohibited devices/materials
2. Documentation of infraction
3. Notification to parents/guardians
4. Parent/Student/Administrator conference
5. Requirement for parent/guardian to accompany student while they participate on/with the ITCS campus/activities/functions.
6. Student must complete Vaping & JUULing module in Edgenuity

BP 5900 – IMMUNIZATION POLICY

IvyTech Charter Schools (“ITCS” or the “Charter School”) adopt this Immunization Policy to apply to all students enrolling in ITCS.

All students enrolling in ITCS must present either the immunization record or complete the

Non-Immunization Confirmation form if waiving immunizations.

Because ITCS is a non-classroom based school, students are exempt from the immunization requirements under the SB277 law, which requires students in California to be:

1. up to date on all vaccinations
2. have a doctor's note outlining the plan to be up-to-date
3. have a medical exemption form signed by a doctor

Since, according to the law, we are required to collect information, the parent/guardian must provide either current immunization records or sign the Non-Immunization Confirmation form.

DIVISION 6000 - INSTRUCTION

BP 6000 – CONCEPTS AND ROLES

The Board of Education desires to provide a comprehensive, research-based curriculum that motivates every student to succeed. The Charter's educational program shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school and develop to their full potential.

Strategies for improving the educational program shall take into consideration the needs of individual students and subpopulations of students. Students who are failing or at risk of failing to meet academic standards shall be provided with alternative programs and/or supplemental assistance designed to raise achievement. Equally, students who need additional challenge shall be provided such.

Inasmuch as parents/guardians are critical partners in their children's education, parents/guardians shall be provided with opportunities to be meaningfully involved both in support of their children's education program at school and with learning at home.

The Board shall:

1. Establish standards of student achievement for core subjects at each grade level that are aligned with the district's vision for student learning, the specific needs and strengths of the students, the expectations of parents/guardians and the community, and available resources
2. Establish graduation requirements
3. Ensure that a process is in place, involving teachers, administrators, students, and parents/guardians, for the development and review of the district's curriculum
4. Adopt the Charter curriculum and courses of study to be offered
5. Adopt textbooks and other instructional materials

6. Provide professional development to keep instructional staff, administrators, and Board members updated about current issues and research pertaining to curriculum, instructional strategies, and student assessment
7. Review and evaluate the educational program on the basis of state and federal accountability measures, disaggregated student achievement data, and other indicators and ensure that evaluation results are used to improve programs, curriculum, and/or instructional practices as necessary to enhance student achievement
8. Communicate clear information about Charter instructional goals, programs, and progress in student achievement to the community and media

The Director or Principal shall:

1. Review research related to curriculum issues
2. Select and/or develop curricula for recommendation to the Board in accordance with the Charter's curriculum development and review process
3. Ensure the articulation of the curriculum between grade levels and with postsecondary education and the workplace
4. Determine the general methods of instruction to be used
5. Assign instructors and schedule classes for all curricular offerings
6. Recommend instructional materials to the Board and direct the purchase of approved materials and equipment
7. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal, and recommend necessary changes in curriculum, programs, and instruction as indicated by student performance data

Comparability in Instruction

The district shall provide comparable educational opportunities for all students. Instruction in the core curriculum shall be in no way diminished when students receive supplementary services funded by special governmental programs. Services funded by any categorical program shall supplement, not supplant, the district-provided core curriculum and any services which may be provided by other categorical programs.

BP 6100 – ACADEMIC STANDARDS

The Board of Education recognizes that content and performance standards are necessary to clarify for students, parents/guardians and staff what students are expected to know and be able to do at each grade level and in each area of study. The Board shall adopt high standards for student achievement that meet or exceed statewide standards and challenge all students to reach their full potential.

Charter standards shall be developed through a process that involves staff, students, parents/guardians and community members. Standards shall be based on a review of state model standards and an assessment of the skills that students will need in order to be

successful in the workplace and in higher education, including basic skills, problem-solving abilities and conceptual thinking.

Staff shall continually assess students' progress toward meeting the standards and shall offer remedial assistance in accordance with Board policy. The standards shall also provide a basis for evaluating the instructional program, making decisions about curriculum and assessment, and, as required by law, evaluating teacher performance.

While desiring Charter standards to be specific and comprehensive, the Board does not intend that these standards be so extensive as to describe everything that will be taught in the classroom. Staff shall have sufficient time and flexibility to provide instruction that supplements the standards. Staff shall also have flexibility to determine the best instructional methods to use in preparing students to meet the standards.

The Director or designee shall ensure that Charter standards are regularly reviewed and updated as necessary.

BP 6200 – HIGH SCHOOL GRADUATION REQUIREMENTS

The Governing Board desires to prepare all students to obtain a high school diploma so that they can take advantage of opportunities for postsecondary education and employment.

Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year (or the equivalent combination of two semester courses) unless otherwise specified:

1. Four courses in English
2. Three courses in mathematics
 - a. At least one mathematics course, or a combination of the three mathematics courses, shall meet or exceed state academic content standards for Algebra I/Math I.
 - b. Completion of such coursework prior to grade 9 shall satisfy the Algebra I/Math I requirement, but shall not exempt a student from the requirement to complete three mathematics courses in grades 9-12.
 - c. Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35) (cf. 6142.92 - Mathematics Instruction) (cf. 6152.1 - Placement in Mathematics Courses)
3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one semester course in economics (Education Code 51225.3)
5. One course in fine arts, or foreign language, including American Sign Language.
6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
7. One semester course in family health

Exemptions and Waivers

A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into the district any time after completing his/her second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional charter-adopted graduation requirements, unless the Director or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it. (Education Code 51225.1)

Retroactive Diplomas

- Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)
- A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)
- In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Summary of Required Courses and Credits

English 40 credits
Mathematics 30 credits
Science 20 credits
Social Studies 30 credits
Fine Arts/Foreign Language 10 credits
Physical Education 20 credits
Health 5 credits
Additional Elective Courses 75 credits
Total Credits: 230 credits

AR 6215 – AIDS PREVENTION INSTRUCTION

In accordance with law, HIV/AIDS prevention instruction shall be offered at least once in junior high or middle school and once in high school. Instruction shall be provided by trained instructors in appropriate courses and shall include: (Education Code 51201.5)

Information on the nature of AIDS and its effects on the human body.

Information on how the human immunodeficiency virus is and is not transmitted, including information on activities that present the highest risk of HIV infection.

Discussion of methods to reduce the risk of HIV infection, including:

Emphasis that sexual abstinence and abstinence from intravenous drug use are the most effective means for AIDS prevention.

Statistics based upon the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing sexually transmitted HIV infection.

Information on other methods that may reduce the risk of HIV transmission from intravenous drug use.

Discussion of the public health issues associated with AIDS.

Information on local resources for HIV testing and medical care.

Development of refusal skills to assist students to overcome peer pressure and use effective decision making skills to avoid high-risk activities.

Discussion about societal views on AIDS, including stereotypes and myths regarding persons with AIDS. This instruction shall emphasize compassion for persons with AIDS. HIV/AIDS prevention instruction shall accurately reflect the latest information and recommendations from the U.S. Surgeon General, federal Centers for Disease Control, and the National Academy of Sciences. (Education Code 51201.5)

At least 14 days before the onset of instruction, parents/ guardians of students in grades 7-12 shall receive written notice explaining the purpose of HIV/AIDS prevention instruction and specifying that the parent/guardian may request that his/her child not receive this instruction. (Education Code 51201.5)

No student shall receive AIDS prevention instruction if his/her parent/guardian requests in writing that the student not receive this instruction. (Education Code 51201.5)

The Superintendent or designee shall ensure that instructional materials related to HIV infection and AIDS prevention are available and appropriate for use with students of various ages and learning abilities, and that these materials may be used effectively with students who have special needs and those from a variety of ethnic, cultural and linguistic backgrounds. (Education Code 51201.5)

BP 6225 – DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES

IvyTech Charter School (“ITCS” or the “Charter School”) adopts this requirement to apply to students in unique circumstances that would otherwise not allow them to earn a high school diploma. ITCS recognizes that Students With Disabilities (SWD) are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to ITCS’ courses may be needed on an individualized basis to provide FAPE. In accordance with law, each student’s Individualized Education Program (IEP) team shall determine the

appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and local assessments.

Exemption from ITCS Established Graduation Requirements

Students at ITCS shall complete all course requirements for high school graduation as specified by BP6200 - High School Graduation Requirements. However, a SWD, who entered in the ninth grade in the 2022-23 school year or later, may be exempted from all courses and other requirements adopted by the School Board that are in addition to the statewide course requirements for high school graduation if the student's IEP program provides for all of the following: (Education Code 51225.31)

1. *The student's IEP team has deemed the student eligible to take the state alternate assessments as described in Education Code 60640.*
2. *The student is required to complete state standards aligned coursework to meet the statewide course requirements specified in Education Code 51225.3.*

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation with their grade-level peers with and without disabilities. (Education Code 51225.31)

Summary of Required Courses and Credits

English 30 credits
Mathematics 20 credits
Science 20 credits
Social Studies 30 credits
Fine Arts/Foreign Language 10 credits
Physical Education 20 credits
Total Credits: 130 credits

Ethnic Studies (commencing with pupils graduating in 2029-30) 5 credits
Total Credits: 135 credits

Certificate of Educational Achievement or Completion

Instead of a high school diploma, a SWD may be awarded a certificate or document of education achievement or completion if the student has met one of the following requirements: (Education Code 56390)

Satisfactorily completed a prescribed alternative course of study approved by the School Board in which the student attended school as identified by the student's IEP.

Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team.

Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services.

A SWD who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

AR 6250 – ADULT DIPLOMA GRADUATION REQUIREMENTS

IvyTech Charter School (“ITCS” or the “Charter School”) adopts this requirement to apply to students in unique circumstances that would otherwise not allow them to earn a high school diploma.

Qualification Requirements

Student must be a:

- 5th year senior deficient at least 60 credits.
- 1st Semester (Fall) Senior deficient at least 120 credits.
- 2nd Semester (Spring) Senior deficient at least 30 credits.

Course Requirements

To obtain an adult diploma, students shall complete at least the following courses in grades 9-12+, with each course being one year (or the equivalent combination of two semester courses) unless otherwise specified:

1. Four courses in English
2. Two courses in mathematics
 - a. At least one mathematics course, or a combination of the three mathematics courses, shall meet or exceed state academic content standards for Algebra I/Math I.
 - b. Completion of such coursework prior to grade 9 shall satisfy the Algebra I/Math I requirement, but shall not exempt a student from the requirement to complete three mathematics courses in grades 9-12.
 - c. Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35) (cf. 6142.92 - Mathematics Instruction) (cf. 6152.1 - Placement in Mathematics Courses)
3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one semester course in economics (Education Code 51225.3)
5. One course in fine arts, or foreign language, including American Sign Language.
6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
7. One semester course in family health

Summary of Required Courses and Credits

English 40 credits
Mathematics 20 credits
Science 20 credits
Social Studies 30 credits
Fine Arts/Foreign Language 10 credits
Physical Education 20 credits
Health 5 credits
Additional Elective Courses 35 credits
Total Credits: 180 credits

BP 6300 – MATHEMATICS PLACEMENT POLICY

IvyTech Charter Schools (“ITCS” or the “Charter School”) adopt this Mathematics Placement Policy to apply to all students who wish to enroll in Algebra I or Integrated Math I.

IvyTech Charter School, in accordance with the [Math Placement Act of 2015](#), will follow the 9th grade level mathematics course placement policy listed below:

Students must meet two of the four below indicators to demonstrate readiness for Algebra I or Integrated Math I:

1. Score ‘At or above grade level’ for 8th grade on a local assessment CAASPP
2. Student’s CAASPP results indicate ‘standard met’ for 7th or 8th grade math
3. Midterm/Final Exam math grade of ‘B’ or better
4. Teacher Recommendation

Important Note: If the student does not qualify based on the above criteria, the student may retake the diagnostic.

BP 6400 – DIAGNOSTIC TESTING POLICY

IvyTech Charter Schools (“ITCS” or the “Charter School”) adopt this Diagnostic Policy to apply to all students who wish to enroll the school.

Deep concerns about learning loss have triggered an urgency that district and school staff have in place useful diagnostic assessments that can identify where students are in their learning within key content areas. The CDE has approved a set of assessments for diagnostic testing in ELA and mathematics that meet the requirements of *EC* Section 60644. These assessments have been identified as aligned with the Common Core State Standards and can be used for tracking learning progress and for guiding instruction mapped to student needs.

Diagnostic assessments are intended to help teachers identify what students know and can do in different domains to support their students’ learning. These kinds of assessments may help teachers determine what students understand in order to build on the students’ strengths and address their specific needs.

To measure learning progress over time, it is important that assessments be scaled across a multiyear continuum of learning that can evaluate how students are progressing in particular areas (e.g. reading comprehension and mathematics).

Statewide summative assessments used for federal accountability purposes focus primarily on grade-level standards, which means they do not test skills above or below grade level; hence, they cannot accurately show where a student’s understanding of a specific skill or concept is nor what the teacher should focus on to ensure successful student learning.

Star Reading measures a student’s understanding of vocabulary, ability to comprehend texts, and ability to analyze, understand, and evaluate literary and informational texts. It is normed for kindergarten–grade 12.

Star Math assesses a student’s grasp of concepts including numbers and operations, algebraic thinking, geometry, measurement, data analysis, statistics, and probability. Star Math is normed for grades 1–12.

BP 6500 – VIRTUAL PROCTORING POLICY

IvyTech Charter Schools (“ITCS” or “Charter School”) adopt this Virtual Proctoring Policy to apply to students enrolled in ITCS.

Decision to Proctor Local Assessments Virtually

The teacher will take the following into consideration when deciding whether to proctor an assessment virtually in lieu of an in-person meeting

1. Student/parent/guardian comfort level and ability to complete a virtual session successfully
2. Student/parent/guardian technological capabilities
3. Student/parent/guardian has a computer with a camera, microphone, and access to a strong reliable WiFi signal.
 - a. Note that i-Ready won't function properly on a tablet, therefore, a computer must be used.
4. Whether the student will need more than one session to successfully complete the assessment
5. Whether the student has any supports/accommodations written into an Individual Education Plan (IEP) or 504 Plan (504) that will need to be provided
 - a. If so, the teacher will clearly communicate the appropriate accommodations/supports to the parent/guardian before the scheduled appointment to virtually proctor

Prior to Assessment

Teacher will create link to the Zoom Meeting and share with parent/guardian

During the Assessment

1. Teacher will ensure that the student and immediate surroundings are visible on camera during the entire assessment
2. Teacher will ensure volume is turned on so that everything can be heard throughout the assessment
3. Parent/guardian must be present in home/testing location, but may not assist with assessment other than to help with technology
4. Teacher must actively monitor entire assessment
5. Student may not receive any outside assistance on assessment including reading of questions, help with sounding out words, etc.
6. Student may take breaks as needed
7. Teacher will begin session by saying the following
 - a. “Make sure any other browsers are closed and you have your desk cleared. Make sure you don't have a calculator or any other electronic devices out. Do you have a pencil and a blank sheet of paper ready to go?”
8. Student may not use a cell phone or other electronic device during assessment
9. In the event that a family does not adhere to these guidelines, an in person proctoring session will need to be scheduled to allow enough time for the test(s) to be completed.