



Student/Parent Handbook and Policies
2017-2018

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INTRODUCTION

Dear Students and Parents,

Welcome to Pivot Charter School! We strive to provide a welcoming atmosphere of respect and kindness.

Pivot Charter School (PCS) is a unique “blend” of both Independent Study/ online learning and a resource center based program. At Pivot, students will be asked to “learn a new way to learn”. Students will have much more flexibility with their approach to learning, and with this flexibility comes more responsibility.

How to be a Successful Student at PCS.

- Take notes and use study guides for all quizzes and tests
- Communicate regularly with Educational Coordinator (“EC”) and family to discuss **Grades** and **Progress**
- Schedule study hours and study location
- Successful students spend their first two weeks on site, or contact their EC daily during this start up period
- Attend site based workshops
- Get started on community service early
- Follow student commitment contract

Important Pivot Concepts

- All new families are required to attend a 1 hour orientation during their first month of enrollment
- Students must have a computer and internet access to successfully engage in the Pivot program
- While PCS can individualize curriculum and allow students to work at a pace that is equal to their abilities, families should realize that 9th -12th grade students who do not complete a semester worth of work each semester may delay their graduation date
- All students enrolled full-time with PCS are required to participate in state mandated graduation tests and annual assessment tests
- It is important to understand the Pivot Plagiarism Policy

How to be a Supportive Parent at PCS

- Communicate regularly to discuss grades and progress with EC and student
- Attend a 1 hour orientation during the first month of enrollment

THE PROGRAM

Students may be at the resource center five days a week for several hours but Pivot does not provide an all-day program at the resource center. The PCS program is an independent study program and the programs at the resource centers are supplementary to students' independent study online program and a privilege and should be treated as such. Students may also choose two and three day afternoon programs at most resource centers. If students are getting behind in their work and are placed on intervention, then they may be required to attend the resource center programs to get the assistance they need.

These resource center programs are a privilege which students must appreciate by abiding by the school policies, respecting each other and staff, and working steadfastly while at the resource center, or they can lose their opportunity to attend.

Program Options

(Pivot North Valley and Pivot Riverside have varied schedules. Students in these schools should ask their Educational Coordinator for details. Elementary Programs vary by each Pivot school as well.)

Five days a week: Students are at the resource center participating in the learning lab session five days a week from 9:00 am until 12:00 pm. During this time teachers provide oversight, workshops, fun clubs, monitoring, and some tutoring. This program is for the student who needs structure and would not work as well independently at home.

One, Two, Three, or Four days a week: Students schedule in advance the days they will attend the resource center. Afternoon options are also available at most sites.

Virtual: These students either live beyond a 45 mile radius of the school or cannot attend a resource center program and/or they have proven that they can consistently complete their required work (minimum of 4 assignments per day) every school day, independently.

If students are not consistently completing the required number of daily assignments, students may be required to attend one of the resource center programs, or move from one program to the other. The California Education Code requires PCS to make a determination if independent study is an appropriate placement for students and if a student cannot complete their work and make satisfactory progress in their courses, a meeting will be held and it may be determined that independent study is not appropriate. For a copy of PCS's complete Independent Study Policy, please contact the Main Office.

MISSION

The Mission of PCS is to instruct students in grades TK-12 through a rigorous online educational platform with significant levels of individualized attention supported by class offerings and project based programs at our resource centers. The unique educational program coupled with flexible scheduling and a caring environment provides students the skills, confidence and motivation to lead a successful and productive life in the 21st century.

VISION

The Vision of PCS is to create a network of high performing charter schools throughout California which provide an exciting blended learning program including site based and online components. By using a robust standards based online curriculum, Pivot truly individualizes students' academic programs. The key to our success is the significant level of one-on-one attention students receive at Pivot. Students can get the assistance they need in a caring and confidential environment. The high tech and comfortable resource center provides different programs such as drama, contemporary art, multi-media arts, gardening, physical education, community service, clubs, sports, and English language support classes.

Classes or workshops for math and English are provided at the resource centers for all students who need extra assistance. At PCS feedback is immediate, courses are individually paced, and educators employ multitudes of resources to ensure student success. At every step of a Pivot student's path, they are reminded by staff that they are valued, cared for and that they can succeed. In an era where most schools are cutting back opportunities like diverse and advanced courses, PCS is constantly adding exciting electives, encouraging students to take at least one of our Advanced Placement Courses and enrolling students in available college classes to motivate students to excel. Students who graduate from PCS have a strong academic foundation and, as importantly, have a greater sense of independence, self-worth and confidence in their ability to succeed in life after high school; they are given the tools to be successful in the 21st century and they learn how to use them well.

VALUES

PIVOT CHARTER SCHOOLS IS FOUNDED IN THE FOLLOWING CORE BELIEFS:

- Successful schools are student centered, not adult centered
- Focus on changing lives and you can't go wrong
- A teacher's role is to have frequent, supportive and motivating communication with students
- Students' academic performance is greater when they have the influence of a positive adult in their lives
- Schools must show how much they care about students
- Educators should have warrior spirit, a servant's heart and a fun loving attitude in serving students
- Education needs to provide *more* options, not less
- The goal is that students learn; how we get there should be as unique as every student
- Technology should play a positive crucial role in educating students

PCS envisions providing a quality education supported by credentialed teachers to students with varying educational histories. We know that not all students learn the same way, and not all students learn best in

traditional settings. Some students thrive in more non-traditional settings. Whatever the case, it is our goal for all our students to graduate high school with the skills they need academically and socially to be successful in life.

Policies and Procedures

Pivot Charter School Code

It is our intention that students who attend PCS will:

Show respect for their character and their bodies by:

- choosing a healthy lifestyle that would preclude the use, possession or distribution of drugs, alcohol or tobacco;
- choosing their speech carefully and thoughtfully, eliminating profane and vulgar language;
- choosing to conduct themselves with honesty and integrity by not engaging in theft, cheating, plagiarism, or untruthful statements; and
- choosing to exhibit a positive attitude about themselves and the world around them.

Show respect for others by:

- choosing to respect others' boundaries, both physical and psychological, so that the environment is safe and free from violence and harassment;
- choosing to respect others' possessions; and
- choosing to be kind and considerate at all times, using acceptable problem solving skills to work out differences.

Show respect for their environment by:

- choosing to care for the buildings and locations made available to our school, eliminating vandalism or careless neglect and
- choosing to respect the natural environment and the issues surrounding the stewardship of our planet.

Dress Code Simplified:

IF THERE IS ANY DOUBT ABOUT THE APPROPRIATENESS OF AN ITEM, PLEASE DO NOT WEAR IT! Details are listed later in this handbook.

Enrollment

Students who are in Kindergarten, roughly 5 years old, through age 19 may be enrolled in PCS. Transitional Kindergarten (TK) is also available; please contact the school for more details on the age requirements. Students over 19 years of age may only be enrolled if they have been continuously enrolled in a public school since age 19 and have been making appropriate academic progress toward graduation. Pivot North Bay has an adult school program, please call the school for more details.

Students in grades TK-8 will be placed in the grade that matches their chronological age; however, students may still work on materials and in courses that are at a higher grade level if appropriate for the student.

Students in grades 9-12 will be placed in a grade level based on credits earned as demonstrated on their official transcript.

Students may be enrolled in only one school at a time. They may not be enrolled in any other public or private school while enrolled in PCS.

Students and parents are required to inform their EC if there is a change of address, phone number or email. A student's demographic information must be kept current at all times. Communication is an essential component of a successful educational experience.

Re-enrollment and the Lottery

All current students who wish to re-enroll for another year must complete a re-enrollment form by the deadline provided with the paperwork each spring semester. Parents will be given a one-month notice both by email and USPS mail prior to the deadline. According to our charter, siblings of students who are currently enrolled are given preference for vacancies prior to the cutoff date. After the deadline, all applicants will be placed on a wait list. If necessary, a public lottery will be held during July where student names will be drawn at random to determine enrollment. All names not selected during the first lottery will go back on a wait list. Wait lists do not carry over from one school year to the next.

Immunizations and Physical Examinations

To ensure a safe learning environment for all students, the School follows and abides by the health standards set forth by the state of California. Students will not attend school until all require records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the School.

Teachers

EC must meet with parents and students together periodically to review the student's progress. It is their responsibility to work with families and the administration to do whatever is possible to ensure the student's academic success or to determine that PCS may not be the most appropriate placement for the student.

Ongoing meetings between students, parents/guardians, and the EC

The primary focus of each student meeting after the initial meeting is to review the student's work product and grades, review completion rates and log-in activity, and assess the student's needs in general.

Important: Students and parents are required to respond to communication attempts by the EC within 24 school day hours. Not doing so may result in a truancy violation.

Application of Independent Study Laws at Pivot Charter School

PCS is considered an Independent Study Charter School according to the California Department of Education. As such, the school must abide by the laws and regulations that pertain to independent study in the California public schools.

The Governing Board of PCS has adopted the following policies for operation of Independent Study:

- For pupils in all grade levels offered by PCS, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
- A pupil may miss three (3) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, when any pupil fails to complete three (3) assignments during any period of twenty (20) school days, the Executive Director or his or her designee shall conduct an evaluation to determine whether it is in the best interest of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This 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.
- A current written agreement, called a Master Agreement, shall be maintain on file for each independent study pupil.

A Master Agreement is a document that outlines the student's educational program for one year. The Master Agreement includes required policies as well as a summary of the courses the student will attempt. The EC, parents, and student complete the Master Agreement together based on the student's graduation plan. **The Master Agreement MUST be signed and dated by the EC, the student, the parent and any other persons involved in the student's educational program before the student will be allowed access to classes.** Other core credentialed teachers and graders will also sign each student's Master Agreement on a third signature page to demonstrate their involvement in the student's educational program.

A Master Agreement must be signed and dated each semester **PRIOR** to a student claiming attendance credit. It must be signed 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 all persons who have direct responsibility for providing assistance to the pupil.

Classes

Once courses are agreed to and entered on the Master Agreement, the parent, student, and teacher must sign the Master Agreement either through electronic signature or must submit a signed copy of the document via fax, email, or U.S. Mail. **The student may not begin his/her classes until the Master Agreement is signed by all parties and the school has received the signed copy.** At that time, the EC will approve the student's courses in the appropriate online curriculum website(s), and the student may begin schoolwork.

Online Classes

PCS has contracted with several online curriculum providers. To access online courses, students should go to the Student Portal of the website for their particular PCS.

pivotnorthbay.com
pivotnorthvalley.com
pivotriverside.com
pivotsandiego.com

To access the student portal, hover over the Resource Center tab (such as North Valley Resource Center) and then click Student Portal. Links to all of the login pages are posted on the Student Portal. This is particularly useful for students who take courses through more than one of Pivot's online curriculum providers.

For example go to pivotnorthvalley.com → North Valley Resource Center → Student Portal

In order to begin working in their classes, students will receive their usernames and passwords from their EC via email. These usernames and passwords allow students to access their courses from any internet-capable computer.

Students are required to work in their courses every day school is in session. Attendance cannot be claimed for days that the school is not in session as outlined on the school's approved calendar (see attached) and on our website under FORMS. Students may, however, get ahead in their course work and do extra work on those non-school days for course credit, but remember attendance cannot be claimed for that work. Students should be working on schoolwork equivalent to at least

- ❖ six and a half to seven hours a day for a high school student for a total of roughly 35 hours each week, with minimum average of 4 assignments completed daily.
- ❖ five and a half hours a day for a student in grades 6–8

If a student comes with withdrawal grades from their prior school, and no credit, the student may be enrolled in a partial course or a prescriptive version of that course. The final grade at Pivot will reflect the work completed at the prior school as well as the work completed at Pivot. If a student comes in very close to the end of a semester and has completed the majority of a course elsewhere, a partial course may be assigned and the prior grade will be averaged appropriately.

Mathematics Placement Policy for Entering 9th Grade Students

This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

Initial Placement

Entering 9th grade students will be initially placed in mathematics courses according to the following criteria:

1. **Prior Year Report Card or Transcript:** A student's 9th grade mathematics course placement will be determined first and foremost by his or her prior performance in mathematics courses, as evidenced by an official report card or transcript. A grade of 70% C- or higher in the student's most recent mathematics course will earn an advancement to the next level course* for 9th grade. A grade of less than 70% C- in the student's most recent mathematics course will require repetition of an equivalent course* in 9th grade.
2. **Standardized Test Results:** If a report card or transcript from the prior school year is not available at the time of enrollment, or if staff wish to review/confirm the validity of mathematics course placement based on a report card or transcript, the most recent standardized test results in mathematics may be used. If standardized test results are used to determine mathematics course placement, results showing that a student met or exceeded 8th grade level mathematics standards will cause the student to be placed in Algebra 1 in 9th grade. Results showing that a student did not meet or nearly met 8th grade level mathematics standards will cause the student to be placed in Pre-Algebra in 9th grade.
3. **Mathematics Entry Exam:** If a report card or transcript from the prior school year is not available at the time of enrollment, a student's 9th grade mathematics course placement may be determined by his or her performance on a mathematics entry exam administered in person at the resource center. The mathematics entry exam may also be used to confirm or review placement based on a prior year report card, transcript, or standardized testing results.
4. **Course Request:** If no prior year report card, transcript, or standardized testing results are available, and a student cannot physically attend the resource center to take the mathematics entry exam, the student's 9th grade mathematics course placement may be determined by a conversation between Pivot Charter School staff, the student, and the student's parent(s) or legal guardian(s). A similar conversation may be used to confirm or review placement based on a prior year report card, transcript, standardized testing results, or the results of the mathematics entry exam.

* Pivot Charter School's standard high school college preparatory mathematics course progression and equivalent courses are listed in the table below. Many variations are possible, and some additional/optional mathematics course offerings are not listed. The table below shows only the courses that 8th graders and entering 9th graders routinely take.

Pivot Charter School Course Progression	Examples of Equivalent Course(s)
Pre-Algebra	Algebra Readiness, 8th Grade Math
Algebra 1	Mathematics I
Geometry	Mathematics II
Algebra 2	Mathematics III

[Placement Review Checkpoint](#)

The aforementioned criteria will determine initial placement in mathematics courses. However, 9th grade students' performance in mathematics courses will be reviewed within one month of the start of the school year, and some students' mathematics course placements may change. Each student's course placement will be confirmed or changed based on his or her performance in the initially assigned mathematics course. If a student is struggling significantly, he or she may be placed in a mathematics support course or tutorial, or may be reassigned to a lower level course.

The Executive Director, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. Pivot Charter School shall annually report the aggregate results of this examination to the PCS Board.

Recourse

In the event that a student or his or her parent or legal guardian wishes to question the student's mathematics course placement, a request must be made in writing to the student's Educational Coordinator (EC). The EC will review the student's progress and performance, discuss options with the person who made the request, and apply any changes agreed upon by the concerned parties. If the requesting party is dissatisfied with the results of the EC's review or recommendations, a request for mathematics course placement review must be made in writing to the Executive Director. The Executive Director will resolve any dispute and make the final determination regarding the student's mathematics course placement.

Laptop Loan Policy

Students must have a computer and internet access to successfully engage in the Pivot program. Pivot has a limited number of laptops that can be issued to students who are in good standing (submitting a minimum of 4 assignments daily) for at least 30 consecutive school days and are in financial need (as determined by the income survey supplied to the school with the application). If a student needs a laptop, they should speak with their EC and they will provide the student and parent with information regarding the laptop loan program. Laptops generally reach the family within 1-2 weeks of submission of the hardware agreement. PCS has the right to request the return of a laptop at any time. All laptops will be collected at the end of the year. Any laptop not returned may result in remedies available to Pivot under the law.

Credits

Students should attempt no less than 20 credits per semester and will not be permitted to attempt more than 35 credits each semester. Students who wish to attempt more than 35 credits in one semester must receive written approval from the Executive Director or their designee.

Students who may not be able to complete 20 credits in one semester will also be required to receive the Executive Director or Site Administrator's written approval. The EC of the student must submit a Request for Credit Limit Waiver form signed by the parent, student, and EC for consideration by the Executive Director or Site Administrator of credits less than 20 or credits in excess of 35. Additionally, students attempting in excess of

35 credits, need to earn a 70% grade of “C-” or better in all courses, no grades of “D+” or lower will be accepted. If a student completes more than 35 credits without prior approval, the student and EC must meet with the Executive Director and undergo a review process to determine if all of the credits will be awarded.

Only students who have a track record of successfully working independently and completing all assigned work will be permitted to attempt credits in excess of 35 per semester. A successful track record is defined as at least two consecutive semesters (20 to 35 credits per semester) of completing all courses with a 70% grade of “C-” or higher.

If a student tries a class and feels unable to complete it, he/she may choose to “Drop” the course without the course being posted to his/her transcript. This must occur within ten CALENDAR days of beginning the course. The student must contact their EC immediately if they know they want to drop a class or if they feel they should put a class on hold before beginning. If a student is not able to work in their classes for any reason, they should notify their EC immediately.

If a student does not pass a class with a 60% or higher, no credits will be granted, and the course will be repeated if necessary for graduation. Students who fail a course are responsible for working with their EC to be re-enrolled in the course.

Students must complete all assignments for every course unless otherwise determined by the teacher, the EC, a special education service provider, or the Executive Director.

It is recommended that students complete all assignments and assessments in order. Teachers will assign zeros to work not completed and this will affect the overall grade the student receives for the course. However, no more than three zeros per course are allowed. If a student has more than three zeros in a course, the student will not earn full credit.

Students taking a class or receiving tutoring at the resource center should also work in their online courses on those days. Attending one or two resource center classes does not constitute a full day of school work.

Partial Credit Policy

PCS will grant either 2.5 credits for completion of work equal to 1/4 of a yearlong course or 5 credits for a semester’s worth of work (equal to one half of a yearlong course). PCS does not give partial credit less than a quarter of a year’s worth of work.* In the event that a student comes to PCS midway through the school year with completed work from another school, PCS reserves the right to grant 2.5 credits for work that equates to ¼ of a year. Students enrolling midway through a year may be enrolled in a partial course or a prescriptive course by their EC, allowing the students to enter the courses as close to where they left off as possible.

*There are two potential circumstances that we would give a student something other than 2.5 or 5 credits.

1. Foster Students - EC’s must go through the Director of Curriculum to calculate the credits earned.
2. Incoming students that need a different increment to complete the course or credit category.

While PCS can individualize curriculum and allow students to work at a pace that is equal to their abilities, families should realize that 9th -12th grade students who do not complete a semester's worth of work each semester may delay their graduation date.

If students have not completed a course at the end of a semester, the student may be allowed to "roll over" that same course and continue it the next semester. However, if they are not able to complete the first semester in addition to the second semester of that course by the end of the year as well, they will either have to take summer school or continue that course the next year, thus delaying graduation.

Families should also know that many times an incomplete course will not properly transfer to another high school, and your students may lose more time and credits if they transfer.

Graduation Requirements

UPREP Academy

University Preparatory Academy ("UPREP") requires students to complete 220 credits to graduate. These graduation requirements are aligned to Cal State Universities and the University of California A-G minimum requirements for acceptance. Graduating from the UPREP Academy does not guarantee acceptance into any UC or CSU school. The student who graduates from the UPREP academy will have met the minimum acceptance criteria. Students are encouraged to take classes above the minimum requirements for entry into the University of California or Cal State schools and are also encouraged to take Advanced Placement courses. Students will work in Apex Learning curriculum as well as science and visual and performing arts ("VAPA") courses through local community colleges.

Liberal Arts Academy

The Liberal Arts Academy also requires the student to complete 220 credits to graduate. The course requirements are NOT aligned to the University of CA or CSU requirements for admissions. Students who graduate from the Liberal Arts Academy will still be eligible to attend many other four and two year colleges as well as universities in California and throughout the country. Liberal Arts Academy students will work in the Apex Learning curriculum. The primary differentiation from the University Preparatory Academy is that since the focus is not on completing the University of California A-G course requirements, students have more flexibility of which courses will meet their high school diploma requirements. For example, all Pivot students must finish 2 years of science in order to receive a diploma; one year of physical science and one in an earth science. University Prep students must take Biology, Chemistry, and Physics. Liberal Arts Academy students can substitute different courses to fulfill their science requirements by taking other rigorous courses such as marine biology or paleontology.

Graduation Requirements Chart

State Mandated Requirements* (EC 51225.3) for High School Graduation	Liberal Arts Academy	UPREP Academy
English Three years	English Four years	English

30	40	Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking 40
Math Two years, including Algebra I beginning in 2003-04. (EC 51224.5) 20	Math Two years including Algebra 1 and other 20	Math Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry 30
Science Two years, including biological and physical sciences 20	Science One Year Physical Science - One Year Life or Biological 20	Science Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics. Three years recommended 20
History Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics. 30	History Three years of history/social science including one year of history and geography one year of world culture and geography and one semester each of American Government and Economics 30	History Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics. 30
Technology/Computers n/a	Tech One year 10	Tech One year 10
PE Two years	PE Two years	PE Two years

20	20	20
Community Service n/a	Community Service 5 credits a year = 20 total	Community Service 5 credits a year = 20 total
Foreign Language One year of either visual and performing arts, foreign language, or career technical education* OR	VAPA One year of either visual and performing arts, foreign language, or career technical education 20	Foreign Language Two years of the same language other than English or equivalent to the second-level of high school instruction. 20
VAPA One year of either visual and performing arts, foreign language, or career technical education*	VAPA One year of either visual and performing arts, foreign language, or career technical education* (10)	VAPA One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art. 10
Electives n/a	Electives 30 credits	Electives One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area 10
130	210	210

Grading Scale

- A+ 98% – 100%
- A 93% – 97%
- A- 90% – 92%
- B+ 87% – 89%
- B 83% – 86%
- B- 80% – 82%

- C+ 77% – 79%
- C 73% – 76%
- C- 70% – 72%
- D+ 67% - 69%
- D 63% - 66%
- D- 60% - 62%
- F 0-59%

Below 60% = no credit

Approved AG Course List Links

Pivot Charter School North Bay

<https://hs-articulation.ucop.edu/agcourselist#/list/details/4208/>

Pivot Charter School North Valley

<https://hs-articulation.ucop.edu/agcourselist#/list/details/4617/>

Pivot Charter School Riverside

<https://hs-articulation.ucop.edu/agcourselist#/list/details/4796/>

Pivot Charter School San Diego

<https://hs-articulation.ucop.edu/agcourselist#/list/details/4618/>

Grade Reports

Grade reports (report cards) will be provided at the end of each semester.

Community College Courses

If a student is planning on taking a class at a community college or other accredited college either online or on campus, the student must receive the EC's written approval by obtaining the appropriate forms from the college. It is the responsibility of the student who wishes to take a class at a college to obtain this form from the Community College. PCS is not responsible for notifying families of college deadlines. Students must provide written verification of enrollment in the course within one week of enrollment if they want the classes to be applied toward PCS requirements for graduation from high school. The verification will remain in the student's file. All college courses will be entered on the master agreement with a designation of a "CC" or other

designation showing that the course will not be completed at PCS but through a community college. This way PCS can track the courses each student committed to complete at a community college, and know what transcripts to expect at the end of the semester. **Student must provide PCS Registrar with an official copy of the college transcript within three weeks of completion of a course if they want the course to be applied to their high school transcripts.** The Registrar will notify the EC if the students did not complete the course(s) anticipated. The registrar will add the college courses that are successfully completed to the student's transcript.

Community College Credits

Community college courses may be transferred to PCS as follows:

- 2-3 unit community college class, successfully completed = 5 credits at PCS.
- 4-5 unit community college class, successfully completed = 10 credits at PCS.
- 1 unit community college class, successfully completed = 1 credit at PCS

Community Service Credits

High school students are required to complete 40 hours of community service every year. Community Service credits may be completed by submission of properly documented and approved community service hours through an outside agency. Students are eligible for 2.5 credits for every 20 hours and 5 credits for every 40 hours of community service. The grade issued will be pass/fail. Students are only required to complete community service hours from the beginning of enrollment at PCS (i.e. students will not be required to "make up" hours from previous semesters if they are transferring into PCS).

Intervention

The following progressive tiered program is designed to provide structured individualized support to students who are not succeeding at Pivot. Intervention is designed to be a collaborative process that works to meet the unique needs of the individual student who may be struggling for various reasons. These interventions will be implemented prior to a conference being held to determine if independent study is the most appropriate placement for the student pursuant to the Pivot Governing Board approved policies. There are generally two reasons for students not being successful: 1) the student is coming with deficits in basic skills and are struggling with content of the courses 2) the student is just not putting in the time in the courses; not logging in or completing assignments daily. Students may also lack the motivation or fundamental study skills including time management and organization.

At PCS, intervention signifies that a change in how an EC works with a student and/or the student's family and how the student engages with their academics will be implemented. This could require changes in the student's education plan and/or in how the EC implements the education plan. The EC employs new customized strategies and additional supports to help a student obtain new skills and adapt to and subsequently succeed in our program. PCS may not be an appropriate placement for every student. The intervention process will sometimes lead Pivot Charter to determine that Independent Study is Not an Appropriate Placement (ISNAP).

Identification of Students for Intervention

Identifying students who are struggling are crucial for student success! In order to do this, ECs run daily and weekly reports on the work that every student is completing.

Students whose reports indicate that they have not been making adequate progress will be flagged. Either the student is not turning in a satisfactory amount of work or the student is receiving poor grades (or both).

In general, the EC will initiate the intervention process. The EC will develop an intervention plan and mail and email an intervention notification to the student and the family. Intervention implementation is designed to be a customized plan that provides additional supports to promote the student's success. Intervention strategies should be individualized. Examples of interventions may include but are not limited to:

- Daily check in (student & EC)
- Daily report (EC to parent)
- Assignment retakes
- Required attendance in resource center program
- Tutoring
- Curriculum change
- EC transfer
- Study skill counseling and planning
- Parent meeting
- Increased communication
- Study skills building

[Progress through Intervention](#)

The EC will implement an intervention for a two school week period. During this time, the EC will monitor the student's progress and continue communication. At the end of the two week period, the student's progress will be reevaluated.

If the student is not improving sufficiently, a second intervention plan is made and notification is sent to the student and family. A second intervention will contain different intervention methods than those attempted in the first intervention, since those methods did not prove to work effectively.

If, after two successive interventions of two weeks each, a student is still not making adequate progress then the school may determine that independent study is not an appropriate placement for the student. If students or their families are not responding to calls, texts, emails, and mailings home, then the process of determining if independent study is appropriate will be expedited as participating in the program and communicating well with teachers is a foundation for independent study to work properly.

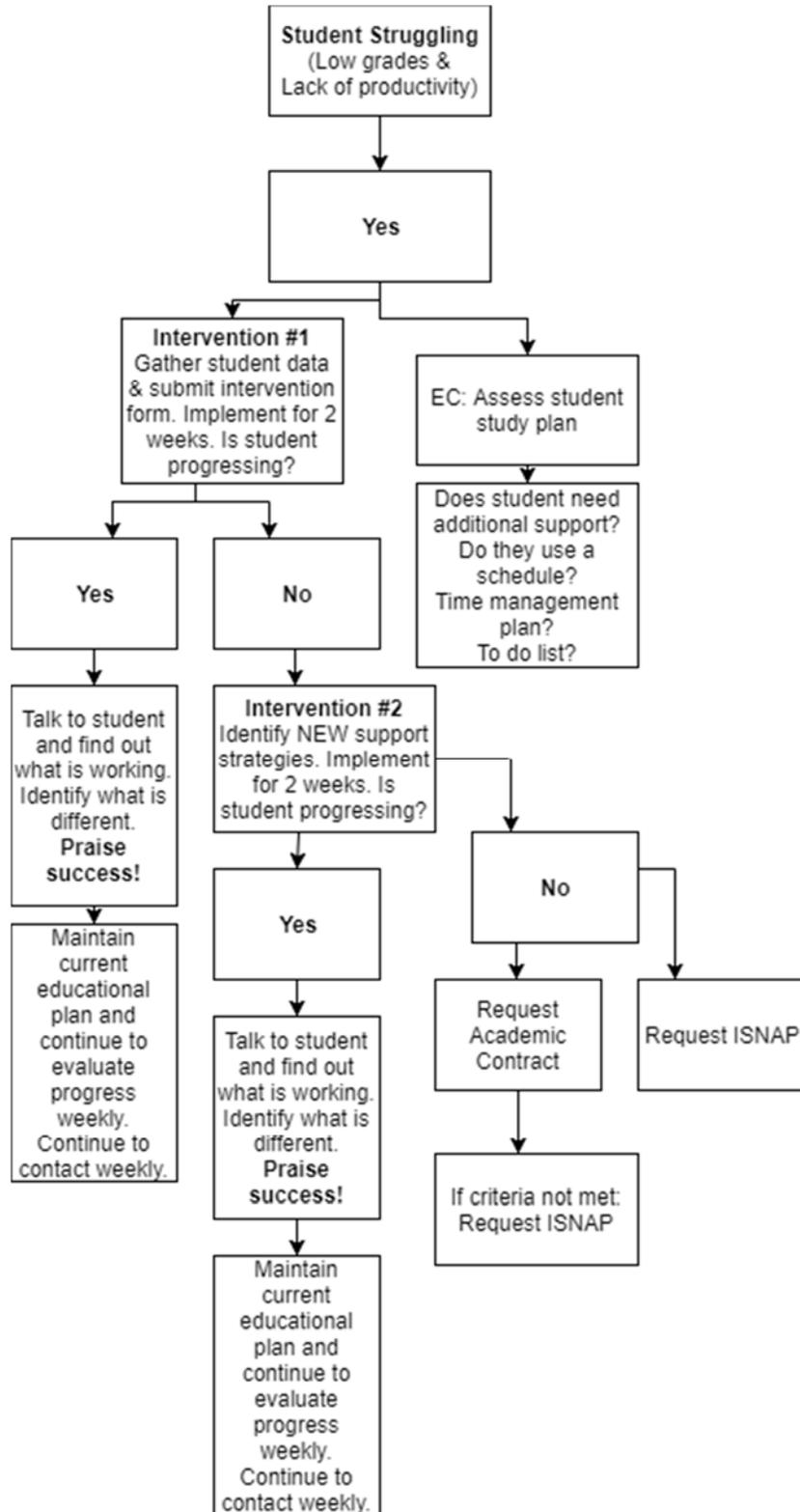
[Student Performance Guidelines](#)

Students are expected to login to the online curriculum website(s) on every school day and complete work. If a student is unable to complete the required work, contact with the EC must be made immediately. The EC and student will create a makeup schedule when work needs to be completed. Students are expected to complete a minimum of 4 assignments as a daily average. Modifications can be made by the EC depending on the work that needs to be completed. This number of assignments is the total number of graded assignments to be turned in daily, not the number of assignments per class.

Remediation Policy

In an effort to provide support to all of our students in achieving academic success, PCS offers several options for a student who does not do well on homework, tests, and/or exams in the form of multiple attempts and resets. In general, any assignment or test may be taken up to three times in an attempt to improve performance. Before retaking an assignment, a student should review the instructional material and contact their EC if they have any questions or concerns. If a student still does not pass an assignment after three attempts, the student **MUST** contact their EC to determine how to proceed.

Intervention Flowchart



Apex Learning Unit Tests

The Apex Learning curriculum has a feature where all unit tests are initially locked. A student must complete all homework assignments in a unit before being allowed to take the unit test. When a student reaches a unit test (called a Computer Scored Test or CST), they should contact their EC immediately to request that the test be unlocked. An EC may insist that certain assignments in the unit need to be completed before the test will be unlocked. Students MUST comply with this request and turn in all necessary assignments before taking a unit test.

Note - Requests for multiple attempts or resets are expected to be honored on a case-by-case basis for students with extenuating circumstances such as IEP, 504, illness/hospitalization, death in the family, or other serious circumstances.

Course Transferability

PCS San Diego, Riverside, North Bay, and North Valley are fully accredited through the Western Association of Schools and Colleges. Courses taken at PCS will then be transferable to other accredited high schools.



Promotion and Retention

PCS do not support social promotion (promoting simply because they are chronologically at the age for promotion); students must demonstrate sufficient knowledge in one grade level in order to be successful in the next grade level. As such, PCS will not promote students in grades K-8 without their demonstrating the following.

A. Achievement:

The minimum requirement for promotion to the next grade level is a D or higher in the final grade in ALL four core academic subjects. A student must pass, at minimum, Math and English Language Arts in order to qualify for promotion to the next grade. Within specified guidelines, schools shall have the authority to “place” a student who does not meet promotion requirements based on the best educational interest of the child.

B. Attendance:

Please refer to your Master Agreement and the School’s Independent Study Policy for information on how attendance is determined.

C. Social & Emotional component:

The student’s academic achievement level and cognitive ability are important, but physical and social characteristics are also determining factors. If necessary, the student’s EC and an administrator may conduct a student interview in the presence of the parents in order to review social and emotional characteristics. Generally, Pivot will not retain a student who is academically achieving in 7th or 8th grade due solely to social or emotional factors.

Parents will be notified of the school's intention to retain a student at least 3 weeks prior to the end of the school year. If parents do not receive written notification of the school's decision to retain, it is assumed the student will be promoted.

Graduation

Graduation planning should begin early in a student's educational career. Each semester, ECs will evaluate their students' goals, successes, and strengths. **Students must complete ALL required courses prior to the end of their senior year in order to participate in the graduation ceremony.** If students fail courses required for graduation second semester of their senior year, the student may not participate in the graduation ceremony. The Executive Director may allow a student to walk for graduation and receive a blank diploma on a case-by-case basis, with a final diploma pending successful completion of graduation requirements, but in most cases this will not be allowed.

ECs/students/parents must complete and submit a Request for Graduation form at least 5 months prior to the date of graduation in order to be considered for graduation. Parents should check with their student's EC to ensure that the proper forms have been filed for graduation. Students who intend to graduate in January will submit their request for graduation approval forms October 1. Parents of January graduates will be notified by November 1 if their student will NOT be able to graduate. There is no formal graduation ceremony for January graduates; however, January graduates are welcome to wear caps and gowns and graduate with their class during the ceremony in June.



Resource Center Policies

1. No lingering outside of the resource center or in the parking lot. If you are waiting for a ride, you need to stay inside the resource center.
2. Do not go out the backdoor without a teacher present.
3. Students are never to be left unsupervised or be alone in any classrooms.
4. PCS is a drug and tobacco free environment.
5. Students may not smoke in, around or near the facility, even if they are over 18.
6. Students may not discuss gangs or gang related issues.
7. Students may not wear gang related clothing or colors. Students who are not enrolled in PCS may not be on at the resource center without permission slips for each specific date or event.
8. Students cannot be dropped off earlier than 15 minutes before their time at the resource center and cannot be picked up later than 15 minutes after the resource center program is done or may lose the privilege to attend the resource center.
9. Students must be working on their courses or with a teacher while at the resource center. If students are not working on schoolwork they will be required to stay at school for the amount of time that they were unproductive at the resource center. Consistent non productivity or disruption of the resource center program and learning of other students may result in further discipline.
10. Please only use the student bathroom and only one student will be allowed in the bathroom at one time.
11. Swearing is not tolerated at the resource center.
12. No food or drink is allowed except during breaks and only away from the computers in the break room or student lounge areas.
13. No use of cell phones, texting, Facebook, YouTube, Pinterest, or use of any social media or any online social networking and picture-sharing sites permitted during program times. Cell phones may only be used as phones for calls and texting during breaks. If cell phones are being used during work time, the phone will be confiscated for the duration of the time the student is at the Resource Center. Violation of the policy will result in the parent being called and the student being prohibited from bringing their cell phone to the resource center at all.
14. No inappropriate web pages, pictures or content of any kind may be viewed or stored on school computers. This includes websites used to plagiarize or cheat on assignments.
15. If students engage in any form of fighting (verbal or physical), they will receive an Incident Report and/or a Suspension.
16. Students must use headphones if listening to music or the online program.

Students are expected to come on time to all resource center programs. If students are late, they may be required to stay afterwards for the same amount of time that they were late or the time that they may not have been productive at the resource center.

The resource center programs are intended to support students and help students successfully complete their online work. When a student commits to the program they are expected to attend as scheduled. If students are not going to attend on a given day, the parent must call the EC.

If the student misses one program day without a valid excuse, they are to make up that day by attending one of the other programs offered.

If the student misses two program days without a valid excuse, a student/parent conference will be required with the EC.

If the student has three unexcused absences from the program in one semester, the student will lose their spot in the computer lab and may lose their privilege to attend the resource center.

Dress Code

Modesty and decency of dress is stressed at PCS. There is a direct relationship between dress, grooming, conduct, and success in school. Students are expected to dress and groom themselves with the formality of school in mind. Students need to make responsible decisions about how to dress appropriately for different situations.

1. All students of PCS shall be required to maintain the level of personal hygiene necessary to ensure a healthful school environment and to refrain from any mode of dress, which proves to contribute to any disruption of school functions.

2. All students of PCS are encouraged to observe a standard of grooming and dress consistent with the level of formality of the school situation.

3. Administrators and teachers shall enforce the dress code policy. The Executive Director or designee shall be the final judge as to the appropriateness, neatness, and cleanliness of the apparel, or whether or not apparel is disruptive, distracting, or in violation of the dress code.

4. All staff and students shall maintain an acceptable standard of dress. The minimum standard of dress is as follows:

- Shoes shall be worn. No bedroom shoes or slippers are permitted.
- Clothing or ornamentation displaying or advertising substances illegal for minors is prohibited.
- Suggestive phrases, designs, markings, or profanities are also prohibited.
- Shirts must meet the following criteria:

No midriff shirts, blouses, or tops.

No skin is exposed on the torso at any time.

No sheer or "see through" garments.

No low cut necklines.

No backless tops.

No body-tight spandex or stretch material.

No strapless shirts or "tube tops".

No off-the-shoulder shirts.

- Appropriate undergarments are required. Undergarments, including boxer shorts, should not be visible.
- Shorts, skirts and dresses must be of an acceptable length:

The length of shorts, skirts, and dresses must extend to mid-thigh.
Slits in shorts, skirts, dresses, and pants must not extend higher than mid-thigh.
This includes athletic shorts that are shorter on the sides of the legs.
If leggings are worn, they must be worn under acceptable shorts, skirts, or dresses.
- When fitted properly at the waist, clothing, including pants, skirts and dresses may not contain sizeable holes above the knee.
- Pants and trousers must fit with no sagging that exposes undergarments. Pants must be secured around the waist.
- Closed toe shoes must be worn when participating in lab activities and physical education activity classes.

Students are expected to adhere to the above guidelines when dressing for school.

IF THERE IS ANY DOUBT ABOUT THE APPROPRIATENESS OF AN ITEM, PLEASE DO NOT WEAR IT!

Dress Code Violations

Students will not be allowed to attend class improperly dressed.
Dress code violations are cumulative for both semesters.

First Offense – Students will be given a warning and will be sent to home to change their attire.

Second Offense – Student may lose their privilege to attend the resource center program for a set number of days or for an entire semester.

Discipline Consequences

Attending the resource center is a privilege. Not abiding by the resource center policies while at the resource center or disrupting the learning of other students can result in loss of resource center privileges. If a student engages in any behavior that takes away from the learning experience of another student or is disrespectful or disruptive in any way, or engages in ANY behavior that is prohibited, an incident report may be written and placed in the student's file. Disciplinary actions such as suspension or expulsion may result based on the number and the nature of the incidents. See consequences below.

Consequences of Incident Reports and/or Suspensions

1st Incident Report of Semester

- Student conference with Site Administrator and/or EC.

- Parents notified.
- Student will lose privilege to attend the resource center program for the remainder of the day.

2nd Incident Report of Semester

- Student and parent conference with Site Administrator and/or EC.
- Student will lose privilege to attend the resource center program for 2-5 days.
- Student will be notified that another Incident Report will result in a loss of resource center privileges for the remainder of the semester.

3rd Incident Report of Semester

- Student and parent conference with Site Administrator Teacher, EC and Executive Director.
- Student will lose privilege to attend resource center for remainder of semester.
- Student will be reevaluated upon Semester completion.

Gang, drug or violence-related incidents will result in a **Suspension**. A **Suspension** will result in an immediate loss of privilege to attend the resource center program for a day, week, or up to an entire semester/school year and may also result in a formal suspension or expulsion that remains on a student's permanent record. Parents will be immediately contacted when a gang, drug or violent incident occurs and required to immediately take the student home. Law enforcement may also be contacted.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act 1) is related to school activity, 2) occurs at the charter school or at any other school, or 3) is at a charter school sponsored event. A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the resource center; or
- during, going to, or coming from a school-sponsored activity.

Suspension Offenses

Discretionary Suspension Offenses

A student may be suspended when it is determined that the pupil did for any of the following acts:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.

- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades four to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non- Discretionary Suspension and Expulsion Offenses

Students must be suspended and recommended for expulsion if a pupil engaged in any of the following acts:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

In compliance with the Drug-Free Workplace Act and the Drug-Free Schools and Campuses Act, PCS prohibits the unlawful possession, use, manufacture, or distribution of illicit drugs and alcohol by students, faculty members, parents and staff members on its property or as part of any Pivot-sponsored activities. This prohibition extends to off site professional activities of Pivot faculty and staff members, parents and students including attendance at field trips, professional conferences and participation in student programs when those activities are sponsored by Pivot.

For a complete copy of our Suspension and Expulsion Policy including the procedures for such discipline, please see a copy of our Charter Petition or request a copy at the Main Office.

Education and School Records Policy

I. DEFINITIONS

1. Education Record

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by Pivot Charter School or by a party acting for PCS. Such information includes, but is not limited to:

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

An education record does not include any of the following:

- a. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;
- b. Records maintained by a law enforcement unit of PCS that were created by that law enforcement unit for the purpose of law enforcement;
- c. In the case of a person who is employed by PCS but who is not in attendance at such agency or institution, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- d. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at PCS;
- e. Records that only contain information about an individual after he or she is no longer a student at PCS; or
- f. Grades on peer-graded papers before they are collected and recorded by a teacher.

2. Personally Identifiable Information

Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student

with reasonable certainty; or information requested by a person who the PCS reasonably believes knows the identify of the student to whom the education record relates.

3. Directory Information

PCS does not currently have a Directory that is shared with other families. However, when teachers and parents are making attempts to organize special events Directory Information is sometimes shared. PCS may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of PCS' annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA"). PCS has designated the following information as directory information:

- Student's name
- Student's address
- Parent/guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/guardian's electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

4. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

5. Eligible Student

Eligible student means a student who has reached eighteen (18) years of age.

6. School Official

A school official is a person employed by PCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of PCS. A school official also may include a volunteer or an independent contractor outside of PCS who performs an institutional service or function for which PCS would otherwise use its own employees and who is under the direct control of PCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

7. Legitimate Educational Interest

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

II. DISCLOSURE OF DIRECTORY INFORMATION

At the beginning of each year, PCS shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to request that PCS not release "directory information" without obtaining prior written consent from parent or eligible student; and 3) The period of time within which a parent or eligible student may notify PCS in writing of the categories of "directory information" that it may not disclose without the parent or eligible student's prior written consent.

III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS

At the beginning of each school year, in addition to the notice required for directory information, PCS shall provide parents and eligible students with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA; and
4. File with the U.S. Department of Education a complaint concerning alleged failures by PCS to comply with the requirements of FERPA and its promulgated regulations.
5. Request that PCS not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that PCS forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll;
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, PCS shall comply with the request.

1. Copies of Education Records

PCS will provide copies of requested documents within five (5) business days of a written request for copies. PCS may charge reasonable fees for copies it provides to parents or eligible students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- (1) Inaccurate;
- (2) An unsubstantiated personal conclusion or inference;
- (3) A conclusion or inference outside of the observer's area of competence;
- (4) Not based on the personal observation of a named person with the time and place of the observation noted;
- (5) Misleading; or
- (6) In violation of the privacy rights of the student.

PCS will respond within thirty (30) days of the receipt of the request to amend. PCS' response will be in writing and if the request for amendment is denied, PCS will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record. If the Executive Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Executive Director or Executive Director's designee must then inform the parent or eligible student of the amendment in writing. However, the Executive Director shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

3. Hearing to Challenge Education Record

If PCS denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The Executive Director or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- (1) The Executive Director of a public school other than the public school at which the record is on file;
- (2) A certificated employee; and
- (3) A parent appointed by the Executive Director or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by PCS to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Executive Director or his/her designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Executive Director or his/her designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, PCS' decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the PCS decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, PCS decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of PCS, or both. If PCS places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION

PCS must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent. PCS will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. PCS must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, the PCS will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

PCS will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. PCS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, PCS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the PCS in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by PCS with respect to that alleged crime or offense. PCS may disclose the final results of the disciplinary proceeding, regardless of whether PCS concluded a violation was committed.

VI. RECORD KEEPING REQUIREMENTS

PCS will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of PCS in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of PCS and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, PCS officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, PCS officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of PCS.

Student cumulative records may not be removed from the premises of the PCS, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the PCS premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

VII. COMPLAINTS

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920

Special Education Services for Students

In accordance with state and federal mandates, PCS serves students with disabilities. Every student is entitled to a free appropriate public education and placement in the least restrictive environment. PCS actively works with families to be sure that students receive all the educational benefits for which they are entitled.

PCS serves students with Individualized Educational Plans (IEP) and Section 504 plans. Parents who suspect their children have disabilities should contact PCS and ask for assistance.

Child Find

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. PCS provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the [El Dorado Charter SELPA]. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Special Education Records

When a student reaches graduation or age 21, a request to have special education records destroyed can be made. This request can be made by the graduated student (age 18 or older), the non-graduated student, age 21 or older, or a person assigned as guardian to the student.

To request that special education records be destroyed, please write to the Executive Director at PCS.

Governing Board Meetings

PCS's Governing Board is the governing body of the not for profit organization that oversees PCS. The Board's role is to ensure that the PCS are implementing their programs efficiently, that they are fiscally sound and viable and to hold the Executive Director and school staff accountable for implementing the charters. The role of the governing board is less about day-to-day operations at the site level and more about oversight and accountability. Specifically, the Board is fully responsible for the operation and fiscal affairs of all PCS including, but not limited to, the following:

- approving and monitoring the implementation of general policies of PCS
- approving and monitoring the school's annual budget and budget revisions
- hiring and conducting ongoing evaluations of the Executive Director
- executing all applicable responsibilities provided for in the California Corporations Code
- approving the school calendar and schedule of Board meetings
- reviewing requests for out of state or overnight field trips
- participating in the dispute resolution procedure and complaint procedures as applicable
- approving charter amendments as necessary and submit material revisions as necessary for Granting Agency consideration
- approving annual fiscal audit and performance report
- appointing an administrative panel or act as a hearing body and take action on recommended student expulsions
- hiring auditors
- approving check registry
- conducting strategic planning

Teachers and parents are always welcome to attend Governing Board meetings. They are held at least quarterly in various locations around the state, but access is provided to the public at all PCS locations for every Board meeting. The agenda for these meetings is posted on the door of the main school resource center and in two other public places as well as on the school web sites. Parents who want the board to address a topic should first discuss the issue with their Site Administrator, Program Director or the Executive Director. Parents or teachers who have concerns requested to address the issue according to the internal dispute policy prior to bringing the issue to the Board.

Dispute Resolution Policy

PCS has confidence in the competency and professionalism of its staff. However, if the school is not measuring up to parent expectations, we would like to know about it. We cannot fix what we do not know about. PCS encourages open and respectful communication from individuals and groups within the community regarding compliments, suggestions, questions, and complaints about any part of the school program or any employee of PCS. PCS uses this information to effect improvement and positive change in our program whenever possible. This dispute resolution process provides parents, students, and volunteers who have a grievance concerning the school with a procedure to follow to have the grievance heard by staff. If it cannot be resolved at this level or with the Executive Director of Roads Education Organization the dispute resolution process allows it to be heard by the Governing Board at a regularly scheduled Board meeting.

A grievance is defined as any feeling of dissatisfaction or injustice in connection with any matter related to the program, school, or staffing. Any grievance should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with an administrator to attempt further resolution.

Parents or students who disagree with the established rules on conduct, policies, procedures, or practice can express those concerns directly to their ECs or to the Site Administrator. No parent will be penalized, formally or informally, for voicing a grievance or complaint with PCS in a reasonable, business-like manner, or for using this dispute resolution process. PCS requests that parents and students first attempt to resolve concerns at the site level with their teacher or Site Administrator before bringing a concern to the Executive Director of the not for profit corporation, Roads Education Organization, that oversees PCS.

The ECs and the Site Administrator is the official representative between parents and the Executive Director. The Executive Director is the official representative between the schools and the Governing Board. S/he or any administrator is accessible and ready to hear suggestions, concerns, and complaints. PCS cannot act on any problem unless it is aware of it, so we request that grievances be brought to the appropriate party as soon as possible.

While not every problem may be resolved to all parties' complete satisfaction, effort will be made on the behalf of PCS and its staff to bring resolution to any problem. This will only be possible through both parties' willingness to listen, attempt toward understanding, and exploration of all aspects of the issue at hand. Through this process, parents, teachers, and management will be able to develop confidence in each other. This confidence is important to the smooth, effective operation of PCS and will directly benefit the students. PCS will strive to provide such an atmosphere at all times. Parents are encouraged to offer positive and constructive criticism, and to take the following steps if they believe they have dissatisfaction, or believe that an injustice has occurred, or that a decision affecting them or their student is unjust or inequitable:

1. When a problem first arises, the grievant should discuss the matter with the respective party as soon as possible.
2. If he/she is unable to resolve the issue at this level, the grievant should then contact the Site Administrator to make an appointment to discuss the issue as soon as possible.
3. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be stated in written format specifying the problem to the fullest extent possible and any remedies sought. It should also include any and all documentation related to the grievance along with any solutions that have been proposed by the grievant, an administrator, and any other related parties. The request for the meeting is to be delivered to

the Site Administrator or designee who, unless sick or out of town, who will meet with the grievant within ten (10) working days of receiving the written request.

4. Following any necessary investigation, the Site Administrator shall prepare a written response to the grievant no later than ten (10) working days from the date of meeting, unless for good cause, additional time is required for the response.
5. If the matter cannot be resolved by the Site Administrator, the grievant may request a meeting with the Executive Director or designee. The Site Administrator will present all materials from prior meetings to the Executive Director or designee. The request for the meeting must be delivered to the Executive Director, who, unless sick or out of town, will meet with the grievant within ten (10) working days of receiving the written request.
6. Following any necessary investigation, the Executive Director shall prepare a written response to the grievant no later than ten (10) working days from the date of meeting, unless for good cause, additional time is required for the response.
7. If the matter cannot be resolved at the Executive Director level, the grievant may request to have the matter properly placed upon the agenda for the next regularly scheduled Board meeting. All applicable laws of the Brown Act will apply.
8. The Governing Board and the Executive Director will set a date and time for the hearing of any evidence to be presented concerning the grievance. At the hearing, the grievant and a representative of PCS shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the hearing, the Board and Site Administrator shall make a decision on the grievance in writing. This decision will serve as the final decision of PCS.

Nondiscrimination Statement

PCS does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

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

PCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). PCS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. PCS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which PCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. PCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as

described in this section, above, should be directed to the PCS Uniform Complaint Procedures (“UCP”) Compliance Officer: Kareen Poulsen 707-843-4676

Harassment, Intimidation, Discrimination & Bullying

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, PCS prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual 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 disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, 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. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, PCS 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. PCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, PCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which PCS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. PCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Kareen Poulsen (Program Director)
707-843-4676

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis

- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes 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 harassment on the basis of sex . In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by PCS.

PCS is committed to provide an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex

Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual 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 group or group of students that may constitute as sexual 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.
- 2) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- 3) Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- 4) Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by PCS.

* "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 his or her age, or for a person of his or her age with his or her exceptional needs.

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 schoolsite, 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 Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site 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 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.
- 4) 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

Grievance Procedures

1. 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 as soon as 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 employee or 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:

Kareen Poulsen (Program Director)
707-843-4676

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. 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 she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

PCS 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. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

PCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of PCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties 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, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

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

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

5. Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Student/Parent Handbook

Uniform Complaint Procedure

PCS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

PCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any PCS program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Career Technical and Technical Education and Training Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)
- Economic Impact Aid
- Tobacco-Use Prevention Education

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Executive Director of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

NAME: Jayna Gaskell

TITLE: Executive Director

ADDRESS: Roads Education Organization 1350 E 9th Street Chico CA 05028

Telephone: 530-550-7616

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Executive Director or his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the PCS's procedures.

The complainant has a right to appeal PCS's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of PCS's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of PCS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge online. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Homeless Students

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

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

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

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Jennifer Clopton, Site Administrator Pivot North Bay
2999 Cleveland Ave, Santa Rosa CA 95403 707-843-4676

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

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at PCS.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by PCS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, PCS, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at PCS, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

Transcripts

A high school transcript must be requested at least two weeks prior to the date that it is needed. A parent or a teacher may request a transcript by submitting a transcript request form. If the transcript is to be sent officially to another school or university, the address of the institution must be included.

State Mandated Testing

PCS recognizes that in order to continue to offer innovative and alternative educational programs, we, as educators, must abide by the governing laws that allow us to exist. One of the most vital differences between charters and the traditional public schools is that charters are performance based. Charter schools are only legislatively granted the right to exist if they 'perform'. The California Department of Education measures that performance primarily by our school's standardized test scores and related API index (how we measure in relation to similar schools of similar makeup). The two components that are crucial are: 1. a minimum participation level of 95% and, 2. continuing to meet goals of increasing our school scores. Convenience, work schedules, transportation, etc. should not take priority over students attending testing when so very much is at stake.

All students enrolled full-time with PCS are required to participate in state mandated graduation tests and annual assessment tests. Testing facilities locations will be announced prior to testing. In most cases, the tests will be conducted at the PCS resource centers. Parents/students are responsible for the transportation to and from testing facilities. Failure to participate in these tests may result in a delay of receiving a diploma.

PCS must administer any state-mandated test whenever one is required. This test is the mechanism with which the state evaluates whether our students are performing. It is crucial that every student take this test if scheduled to do so.

California Assessment of Student Performance and Progress (“CAASPP”)

The School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent’s or guardian’s written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

Academic Integrity

PCS expects a full commitment to academic integrity from each of our students. By enrolling in PCS your commitment to academic integrity as a student at PCS will be recorded.

- Your work on each assignment will be completely your own.
- Your collaboration with another classmate on any assignment will be pre-approved by your EC.
- You will not practice plagiarism in any form.
- You will not allow others to copy your work.
- You will not misuse content from the Internet.

Plagiarism Policy

What is it and why does it matter?

Plagiarism is using other people’s words, phrases, or ideas without giving them credit. Even if you put someone else’s ideas into your own words, you must still give them credit. Plagiarism can also take the form of copying the organization and/or sentence structure of another source. Plagiarism is intellectual theft and is unethical. Many colleges and universities expel students who have been found guilty of plagiarizing.

Consequences of Plagiarism

1st offense: If a student is found to have plagiarized an assignment in part or in full, the EC will file an incident report detailing the student’s plagiarism, contact the student’s parent to discuss consequences (including future consequences if plagiarism continues), and contact the student to ensure they understand what constitutes plagiarism and how to avoid it. The student will receive a grade of 0 for the assignment, and the student will be required to redo the assignment. The new attempt will be graded and the student’s grade will be adjusted to reflect the quality of the new work.

2nd offense in the same course: If a student is found to have plagiarized for a second time in the same course, the consequences will be the same as for the first offense (including a second incident report) with the addition of a formal conference with the student, EC, parent/guardian, and Site Administrator.

3rd offense in same course: The student will earn a grade of F for the course and the entire course must be redone for credit. A third incident report will be filed.

4th offense overall (combined for all courses): The student will be formally suspended, a fourth incident report will be filed, a formal conference will be held to determine whether the student will fail a course for which they submitted plagiarized assignments, and a final decision will be made about the appropriateness of independent study for the student.

PLAGIARISM POLICY STATEMENT (Adapted from the Saint Louis University)

This Plagiarism Policy Statement provides a uniform definition of plagiarism, with explanations and illustrations, for the purpose of giving students notice of their obligation to acknowledge and cite their sources in written work submitted to the faculty for evaluation. In addition, this Policy Statement describes situations that give rise to plagiarism, offers guidelines for avoiding such situations and provides examples of plagiarism and correct citation.

I. PLAGIARISM DEFINED

Plagiarism results from the unacknowledged use of material found in print sources, oral presentations, or visual, electronic or other media sources. Plagiarism does not require an intention to deceive. It can result when a student submits as his or her own work ideas, language, data or other material contained in a source not acknowledged by the student, if the student knew or should have known that such acknowledgement was required. Plagiarism includes, without limitation, the following:

- A. Submitting another author's published or unpublished work, in whole, in part, or in paraphrase, as one's own work, without fully and properly crediting the other author with footnotes, citations or other bibliographical reference.
- B. Submitting as one's own original work any material, including data, tables, graphs, charts, or other visual material obtained from any source, without acknowledgement and citation of the source.
- C. Submitting as one's own original work material produced through unacknowledged collaboration with others, unless such collaboration is permitted by the instructor.

II. EXPLANATIONS

Plagiarism as defined above is any use of a source—for example, another person's words, ideas, data or visual material—without proper acknowledgement and citation.

- A. Acknowledgement and citation of a source must be sufficient to specify the extent of the student's use of the source. It is not sufficient merely to cite the source in a bibliography, footnote or other reference if specific words, ideas or other material are appropriated without specific acknowledgement.
- B. Plagiarism is not limited to unacknowledged copying of another author's words. Plagiarism results from any unacknowledged use, even when ideas taken from a source are expressed in the student's own words.
- C. All material taken from a source, including citations, numerical data, formulae and equations, organization and format, graphical or visual materials, must be acknowledged and cited, just as words and ideas must be acknowledged and cited.

D. Material appropriated from any source, including the internet, speeches and lectures, or films, television, radio and other visual or audio media, must be acknowledged and cited, just as material appropriated from print sources must be acknowledged and cited.

E. Plagiarism can result when no deception could have occurred, as when a student makes unacknowledged use of a source recommended by the teacher.

GUIDELINES

A. PURPOSE OF STUDENT WRITING

The purpose of student writing is not only to convey information but also to provide evidence of the student's proficiency in research, analysis and verbal style. Students submit written work for evaluation and grading. Plagiarism is wrong not only because it violates the rights of the author whose work is used without acknowledgement but also because it gives the student who plagiarizes an unfair advantage over other students.

B. STRICT ENFORCEMENT

The PCS community must enforce rules against plagiarism to avoid putting honest students at a disadvantage. The perception that such a disadvantage exists strengthens the temptation to plagiarize on the false ground that "everybody does it." Therefore, the rules set forth in this Plagiarism Policy Statement are strict and must be strictly enforced. Strict enforcement applies, because plagiarism has harmful effects on other students, even when the student who plagiarizes does so without an intention to deceive.

C. SPECIFIC ACKNOWLEDGEMENT OF SOURCES

Student writing must contain specific and detailed acknowledgement of all sources used by the student, because the student is submitting his or her work for evaluation and grading. Unless instructed otherwise, students should not limit their acknowledgement of sources to a bibliographical list of "Works Consulted", even though this procedure is sometimes used in academic writing not produced by students. For evaluation purposes, the teacher must know precisely what material is original to the student and what material was obtained from other sources.

D. QUOTATION AND PARAPHRASE

When a student uses the exact words of another author or duplicates a chart, diagram, table or other production of another author, the student must indicate that such duplication has occurred. Thus, it would be insufficient to use another author's words (or substantially the same words) and merely acknowledge in a footnote that the other author was a source of the idea expressed. Direct appropriation of another author's words must be indicated by quotation marks, a block quotation or other formatting, and a footnote or other reference must identify the source from which the quoted material was taken. Duplication of charts, diagrams, tables and other material from a source must also be acknowledged, for example by a textual reference ("Reproduced below is Professor Smith's diagram.") by a caption ("Figure 3. N. J. Smith's Diagram of Litigation Alternatives"), or by other means. In addition, a footnote or other reference must identify the publication where the diagram or other material was found.

Paraphrase occurs when a student expresses in his or her own words information found in a source. The student must cite the source of the information, even though the student has restated the information in different words not used by the original author.

E. AVOIDING PLAGIARISM BY TAKING CAREFUL NOTES

Students must take careful notes when doing research in order to retain information they will need later on to acknowledge their sources.

The bottom line on plagiarism...

- When you use an actual sentence from a published article or unpublished essay, you must put the sentence in quotation marks and give a footnote or citation to indicate who said it. The citation should include full bibliographic information.
- When you paraphrase or summarize another person's ideas, you must give a footnote or citation to indicate whose ideas they are and where you got them.
- When you adopt a significant idea from someone else's work, you must give a footnote or citation to indicate where you got the idea.
- When you use a method developed by someone else, you must give a footnote or citation to indicate the source of the method.

When you fail to do this, it is considered plagiarism.

When do I need to document sources used in an assignment?

Here are general guidelines that will help you determine if you need to document any sources used in an assignment. If you have any questions about whether you should document a source, ask your teacher before you turn in the assignment.

You need to document your sources in the following situations:

- When you use or refer to someone else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web site, computer program, or any other format.
- When you copy the exact words from a source.
- When you paraphrase or summarize someone else's words or ideas.
- When you copy or reprint any diagrams, charts, illustrations, or pictures.

You do NOT need to document sources in these situations:

- When you write from your own experiences, observations, or insights.
- When you write about your own conclusions about a subject or event.
- When you are using "common knowledge" that can be found in several sources. An example of common knowledge is: "George Washington was the first president of the United States." This is a fact that is found in several sources.

How do I document sources in my assignment?

If you have any questions about documenting sources in an assignment, ask your teacher before you turn in the assignment. Also, here are links to information about MLA documentation style, which is the format that many PCS teachers prefer:

<http://www.unc.edu/depts/wcweb/handouts/mla.html>

http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/mla.html

<http://www.wisc.edu/writing/Handbook/DocMLA.html>

When in doubt, ask your teacher!

Student Maternity/Paternity Leave Policy

Students who give birth, adopt, or who are currently mothering/fathering their own child may be granted up to four weeks of maternity/paternity leave to engage with their child and to adjust to motherhood/fatherhood. Students may continue to be enrolled in the school and will not be subject to the Board adopted independent study policies which stipulate that conferences be held when a student does not generate work or attendance during a learning period which may result in disenrollment. Requests for maternity or paternity leave must be made in writing and signed by the student's parent if the student is under the age of 18. Extensions to the allotted four weeks may be granted if requested in writing to the Executive Director, signed by a parent or guardian in under the age of 18 and if there are extenuating circumstances such as health issues to consider.

Oral Health Assessment

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

Diabetes

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

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

Work Permits

Working during the school year is a privilege and requires the issuance of a work permit. The number of hours that a student may work is set by law and depends on his/her age. No work permits will be issued to students who are on academic probation. Should a student's work schedule interfere with his/her ability to succeed in their academic plan, the student's EC will confer with the Site Administrator or Executive Director regarding the possibility of revoking the work permit. The following is the process followed by PCS in issuing a work permit:

- Student obtains a work permit application from their EC.
- Student, parent/guardian and employer complete their sections of the application. Student must obtain parent/guardian signature.
- Student delivers completed work permit application to the EC for signature and review.
- EC creates the official work permit document and delivers it to the student for signing.
- Student submits a copy of the signed work permit to their employer.

School Recognized Field Trips and Student Activities

Field trips can be an important component of a student's development. 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 school experiences to the outside world. PCS also recognizes that careful financial and logistical planning will greatly enhance the value and safety of such trips.

- ❖ Written approval of a student's parent/guardian is required for the student to participate in a school-recognized field trip and appropriate instruction shall precede and follow each trip. Additionally, written approval of the student's parent/guardian is required for transporting students to/from a school-recognized field trip. Adults approved to supervise and/or transport students to/from field trips are expected to provide for the reasonable safety of the students and may be asked to attend preparatory training sessions and/or meetings.
- ❖ The ratio of adults to students on school-recognized trips shall be at least one to ten. If the trip involves water activities or any other activity that could pose a higher degree of risk to or require greater security for students, the ratio shall be revised to ensure closer supervision of students.

Field Trip Scholarships

NO student shall be denied access to any school trip due to financial restraints. In cases of need, parents should contact the Executive Director, or Educational Coordinator and scholarship monies will be made available. Explanation of available financial aid must be incorporated in the letter to parents explaining the objectives of the field trip.

Safety Plan

PCS has developed a school safety plan which is kept on file for review. Staff are trained annually on the safety procedures outlined in the plan and conduct all required safety drills.

Withdrawal Policy

Students planning on returning to their resident school districts should follow the below procedures:

1. Student contacts his/her EC (assigned teacher) to request withdrawal from PCS. EC sends withdrawal form to student
2. Student/parent sends parent-signed withdrawal form to EC
3. EC submits withdrawal form to school registrar
4. Registrar enters withdrawal in to the management systems and signs withdrawal form
5. Registrar notifies family that withdrawal is completed
6. PCS notifies district of residence that student has withdrawn (required under California Education code)
7. The resident school district requests the student's cumulative file from PCS

In order to secure all credits for work completed by the student, students must continue to work in their courses until the withdrawal has been approved and parents are notified. Remember, if a student has a Pivot laptop, it must be returned in order to process grades in a timely fashion.

Students may also be withdrawn from the school if it is determined, pursuant to the Governing Board approved Independent Study and Intervention Policy, that Independent Study is not the most appropriate placement for the student. This approval will be authorized by the Executive Director or their designee.

Students may be withdrawn if the student has been in Tier 3 Intervention with unsatisfactory progress toward completing their work or passing their classes. A student will not be withdrawn without significant evidence of communication or significant attempts at communication and no improvement is made.

Technology

Internet access is **required** for all PCS students. PCS acknowledges that some internet sites contain illegal, inaccurate, or offensive information. It is impossible to control such misuses, but PCS urges our students to use the internet in a responsible, safe, efficient, ethical, and legal manner. With responsible use, the benefits of the internet as an educational tool will be most beneficial.

Security Information

All the data you provide to us is protected to ensure both the privacy and security of your information. We use state-of-the art technology to keep your personal information as secure as possible and to ensure that no one will be able to tamper with, intercept, or access your data. Remember to keep your account information private and secure.

Internet Etiquette (Netiquette)

When using the Internet, there are widely accepted rules and behaviors to follow. At times being online can feel "pretend" because you cannot see the person you are communicating with. Students must remember they are dealing with real people online and they should use the same manners they would use in a traditional school setting. It also important to note that once the student logs on to the curriculum website(s), all communication and activity is **permanently recorded**. Below are some general netiquette guidelines to follow:

Students are responsible for good behavior while logged into any school related website, just as they are in a traditional school building. Always use a computer in a way that shows consideration and respect. It is illegal to use obscene, profane, threatening, or disrespectful language. Refrain from threatening or disrespecting an instructor or administrator. These actions not only violate PCS's policy but may also violate penal laws in the United States. (f.s. 847.001 Obscene Literature; Profanity).

- It is illegal to create harmful computer viruses. This violates the privacy of others.
- Do not create computer viruses that may harm a computer. Never transmit or publish any information or content that you think will be harmful. This violates school policy and also violates penal laws in the United States. (f.s. 815 Computer-Related Crimes).
- While PCS works to ensure data privacy, email must not always be considered private. Never say anything via email that you wouldn't mind seeing on the school bulletin board or in the local newspaper.
- Protect your password. Keep it secret from anyone except your parents.
- Never publish any information, software, or content that violates the rights of others.
- Do not violate the terms and conditions of any web site you access.
- Never view files that were not intended for your use.
- **DO NOT** give out personal information to non-PCS staff, for example:
 - a. Your full name
 - b. Home phone number
 - c. Home address
 - d. Email

Technical Requirements

The PCS curriculum is a fully Internet-based system that operates with a minimum of the following hardware and software requirements:

1. High-speed Internet connection (DSL or Cable recommended)
2. Operating System
 - Windows 2000 (XP or newer recommended) **or** Mac OS X and greater (Mac OS X 10.1 or newer recommended)
3. 500 MHz processor or greater
4. 256 MB of RAM (512 MB recommended)
5. 800 X 600 resolution (1024 X 768 recommended)
6. 16 bit audio adapter and speakers or headphones
7. Internet Browsers:
 - Internet Explorer 6.0 or greater **or** Mozilla Firefox Browser 1.2 and greater
8. Required Plug-ins:
 - Adobe Flash Player
 - Adobe Shockwave Player

Adobe Acrobat Reader
Windows Media Player
Apple Quick Time Player
Oracle Java
Microsoft Silverlight

9. Open Office or other office software (such as Microsoft Office)
10. Antivirus software
11. Possible Required System Modifications
 - Disabling of security firewall
 - Disabling of pop-up blockers

Technology downloads are required.

Before getting started, the student must download the software listed above

SIGNED ACKNOWLEDGEMENT

All families are expected to read and familiarize themselves with the Student/Parent Handbook. This signed acknowledgement form must be submitted to your EC and will be placed in your student's file. The provisions in the handbook are designed to provide parents and students with information and guidance as to the procedures and rules of the school. The provisions are not a contract and impose no obligation on the school. The contents of the handbook may be changed as necessary at the school's discretion and, if changed, written notification of such changes will be provided to parents and students.

Parent Agreement

I, _____ (Please print first and last name of parent/guardian.) have received the material in the Student/Parent Handbook and agree to read, follow and uphold the school policies while my child/children is/are enrolled at Pivot Charter School.

Parent/Guardian Signature _____ Date _____

Student Agreement

I, _____ (Please print first and last name of student.) have received the material in the Student/Parent Handbook and agree to read, follow and uphold the school policies while enrolled at Pivot Charter School.

Student Signature _____ Date _____

APPENDIX A

SUICIDE PREVENTION POLICY

The Board of Directors of Pivot Charter School (“PCS”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

The policy has been developed in consultation with PCS and community stakeholders, PCS - employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students’ feelings of connectedness with PCS and is characterized by caring staff and harmonious interrelationships among students.

PCS’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 Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, PCS’s suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or PCS and community resources that can help youth in crisis.

PCS’s instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in PCS’s instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, PCS resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Staff Development

Suicide prevention training for staff will be provided and be designed to help staff identify and find help for students at risk of suicide. The training may be offered under the discretion of the Executive Director and/or Board of Directors and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. PCS and community resources and services for students and families in crisis and ways to access them.
5. PCS procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.
6. Materials approved by PCS for training shall include how to identify appropriate mental health services, both at the PCS site and within the larger community, and when and how to refer youth and their families to those services.
7. Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at PCS or in the community.

When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred;

- b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Designate specific individuals to be promptly contacted, for example the PCS counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
 3. Document the incident in writing as soon as feasible.
 4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
 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 PCS.
 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 on the PCS campus, the Executive Director or designee shall follow the crisis intervention procedures contained in PCS safety plan. After consultation with the Executive Director 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 Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. PCS staff may receive assistance from PCS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in PCS activities to notify a teacher, Executive Director, another PCS administrator, psychologist, PCS counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

PCS Employees Acting Within Scope

PCS shall ensure that employees act only within the authorization and scope of the employee's credential or license. Nothing in this Policy shall be construed as authorizing or encouraging a PCS employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

APPENDIX B

STUDENT USE OF TECHNOLOGY POLICY

Introduction

Our culture relies on computer networks, including the Internet, as a resource tool. The potential educational value of these systems is great: they provide access to resources that are vast, diverse, and important to students in the 21st Century. Computer technology includes, but is not limited to, computers, computer networks, the Internet and electronic mail. Such technologies are available at all Pivot Charter Schools (“PCS”) resource centers.

Philosophy

PCS’s philosophy is to offer all its students access to computer networks and the Internet in support of the educational goals and objectives of the PCS. Student use of PCS computer technology must be for educational purposes. Students are encouraged to use these systems for classroom activities, continuing their education, gathering college or career information and other educationally enriching research. While PCS believes in the educational benefits of Internet access, it also recognizes that such access makes possible the availability of controversial materials. Therefore, it is important to teach individual responsibility to all students and for students to accept such responsibility rather than rely exclusively on PCS firewall and filtering software or other such blocking techniques. While PCS staff will make reasonable efforts to supervise student use of the network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

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

Personal Responsibility

By signing this Policy, you are agreeing not only to follow the rules in the Policy, but are agreeing to report any misuse of the network to site administration, teacher or designated staff member. Misuse means any violations of this Policy or any other use that is not included in this Policy, but has the effect of harming another or his or her property or violating any laws.

Student Access

PCS shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities. A student who submits a properly signed Acceptable Use Agreement to the School will have computer network and Internet access during the course of the current school year for which access is granted. Students will need to sign a new Agreement each year during which they are students in the Pivot Charter School before they are given an access account. A student who violates this Policy may have his/her access denied. Students under the age of 18 need parental permission on the form. Both the

student and parent shall read and sign the form. Students who are 18 years of age or older may sign the permission form themselves.

In addition to access to the Internet, each secondary student is assigned a curriculum username and passwords along with an electronic folder in which to store his or her work. Students are responsible for the contents of their folders. Although the Pivot Charter School does not issue student email accounts, students may use Pivot Charter School computers to access their personal email accounts via the Internet but must do so for educational purposes and must comply with all Pivot Charter School guidelines. Student use of Pivot Charter School computer technology is a privilege, which may be revoked at any time. Pivot Charter School is not responsible for personal computers or mobile devices brought to school.

Acceptable Uses

Pivot Charter School is providing access to its equipment, computer networks and the Internet for educational purposes only. Such educational purposes, include, but are not limited to, research in academic subjects, preparing for educational instruction, and communicating with others, as it directly relates to the educational curriculum. Students shall comply with all copyright laws.

Any teacher-directed student-created web pages that are intended for publication on school or Pivot Charter School web sites must comply with all Pivot Charter School guidelines.

Unacceptable Uses

Equipment use and network access is a privilege, not a right. Inappropriate use means a use that is inconsistent with an educational purpose or that is in clear violation of this policy. Inappropriate use of the equipment and the network by a student will result in disciplinary action up to and including suspension, expulsion, cancellation of student' user privileges, and/or legal action (criminal and/or civil) in accordance with the law and the Pivot Charter School policy. Students must follow appropriate online behavior at all times, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. The following uses of the network are considered unacceptable by Pivot Charter School.

1. Personal Safety

a. Students may not post, use, or store personal contact information about themselves or other people when using electronic communication forms, such as but not limited to, email, chat rooms, social media sites.. Personal contact information includes the student's address, telephone, social security number or other personal data, or school address.

b. Student will immediately disclose to their teacher or site administrator any message they receive that is inappropriate or makes them feel uncomfortable.

2. Illegal Activity

- a. Students may not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to PCS, other students, or the community.
- b. Students may not post, submit, publish or display harmful or inappropriate material that is harassing, insulting, threatening or attacking any individual, including prejudicial or discriminatory attacks or insults. This includes any material, taken as a whole, which to the average person, applying contemporary statewide standards, appeal to the prurient interest and is material which depicts or describes in an offensive way sexual conduct and which lacks serious literary, artistic, political, or scientific value for students.
- c. Students may not vandalize, misuse or harm, and /or steal computers, software, computer systems, or computer networks.
- d. Students may not participate in hacking activities or any form of unauthorized access to other accounts (online or site stored), computers, networks, or information systems. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.
- e. Student may not deliberately attempt to disrupt the computer system or destroy data by uploading, downloading, or creating computer viruses.
- f. Students may not use the system to engage in any other illegal act, such as arranging for a drug sale illegal activities, or the purchase of alcohol, engaging in gang activity, or the threatening the safety of a person.

3. System Security

- a. Students are responsible for their individual accounts and may not reveal their personal computer logon identification or those of other students, staff members.
- b. Students must immediately notify a teacher or other school employee if they have identified a security problem.
- c. Students may not download software to any computer unless instructed to do so by a teacher or site administrator.

d. The system may not be used to connect personnel hardware such as iPods unless it is needed for educational purposes.

4. Inappropriate Language and Behavior

a. Students may not use obscene, profane, vulgar, inflammatory, threatening, disrespectful or other inappropriate language on the systems. This includes use of Pivot equipment, curriculum vendors, and software and any use of the Internet.

b. Student will not display inappropriate materials (i.e. offensive messages or pictures, obscene language references, etc.) on the system. This includes use of district equipment and software and any use of the Internet.

c. Students will not post, submit, or publish information that could cause damage or danger of disruption to the school district, the student or others.

5. Inappropriate Access to Materials

a. Students may not use the system to access materials that are profane or obscene, that advocates illegal or dangerous acts, or that advocates violence or discrimination towards others (i.e. hate literature).

b. If a student mistakenly accesses inappropriate information, they should immediately report it to their teacher. This may protect students from any claim that they have intentionally violated the policy.

c. Messages relating to or in support of illegal, inappropriate activities may be reported to the proper authorities.

6. Respecting Resources

a. Student will not engage in vandalism (i.e. uploading/downloading inappropriate files, introducing computer viruses, disrupting the operation or the system through the abuse of hardware or software, modifying another person's files or data.)

b. Students may not attempt to read, delete, copy, modify or forge the content of other users' folders, files, electronic communications, or online accounts.

c. Students will subscribe to only high-quality discussion group mail lists that are relevant to education and/or career development.

d. Students will be supervised while accessing the Internet; however, they are still responsible for their proper use and access.

7. Plagiarism and Copyright Infringement

a. Students will not plagiarize works that they find on the Internet. Plagiarism is adopting the ideas or writing of others and presenting them as your own.

b. Students must respect the copyright owners. Copyright infringement occurs when the student inappropriately reproduces a work that is protected by a copyright. If a student has a question about

this, they should ask a teacher or refer to the plagiarism policy.

c. Copyrighted material may not be placed on the system without the author's permission. Students may download copyrighted material for their own educational use only and must footnote copyrighted material when used in academic work.

8. Search and Seizure

a. Users should have no expectation of privacy when using the district network or equipment. Pivot Charter School reserves the right to inspect student folders, personal files, electronic communications, downloaded material, including deleted files from a user's computer, records of online activity and other information on the Pivot Charter School's network or equipment when there is a reasonable suspicion that the student is engaging in an inappropriate use.

b. Pivot Charter School will strive to protect student privacy; however, Pivot Charter School will not be responsible for any damages (consequential, incidental or otherwise), which a student may suffer arising from access to or use of the Pivot Charter School's computers and computer network, including damages arising as a result of the actions of the Pivot Charter School. These damages include loss of data and delayed, lost or damaged electronic correspondence or files due to system or service provider interruptions and system shutdowns for emergency or routine maintenance of the system. Use or conveyance of information via Pivot Charter School computer technology is at the user's own risk.

9. Other Misuse

Students shall not use Pivot Charter School technology for:

- a. Commercial uses, including offering to sell or purchase products or services;
- b. Games, entertainment or personal non-education related uses (downloading music or videos may violate copyright laws);
- c. Political campaigning.

Technology Protection Measure

1. The Pivot Charter School makes use of an Internet content filter to prevent access to sites with obscene, pornographic, or harmful content. Given the nature of the Internet and the limitations of content filtering systems, it is impossible to block all inappropriate sites. Students who access inappropriate sites should immediately disclose the site to their teacher or the school principal.
2. Students may make written requests to the school site administrator if they believe the content filter is blocking access to appropriate sites.
3. All students will receive training about appropriate and inappropriate online behavior, safety, and cyberbullying information during the first three weeks of school each year. For further information to use at home, go to www.onguardonline.gov.
4. While PCS is able exercise reasonable control over content created and purchased by PCS, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither

PCS nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

Network Etiquette (“Netiquette”)

All users must abide by the rules of netiquette, which include the following:

1. Be polite. Use appropriate language.
2. Avoid language and uses that may be offensive to other users.
3. Do not reveal or request personal information.
4. Respect the intellectual property of other users and information providers.

APPENDIX C

Acceptable Use Agreement

PCS believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of PCS technology resources. Students are expected to:
 - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use PCS technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While PCS is able exercise reasonable control over content created and purchased by PCS, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither PCS nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold PCS or any PCS staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless PCS and PCS I personnel for any damages or costs incurred.
4. **Inappropriate Use.** PCS technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to PCS technology primarily for educational purposes. Students shall not use PCS technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
 - a. Playing games or online gaming.
 - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. Installing software on PCS equipment without the permission of a teacher or other authorized PCS staff person.
 - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.

- e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
 - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g. Participating in political activities.
 - h. Conducting for-profit business.
 - i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the PCS network.
 - j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
 - k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned PCS and provided to students for educational purposes. PCS may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. PCS reserves the right to access stored computer records and communications, files, and other data stored on PCS equipment or sent over PCS networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of PCS equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. **Disruptive Activity.** Students should not intentionally interfere with the performance of PCS network or intentionally damage any PCS technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access PCS' network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to PCS technology resources and/or other appropriate disciplinary or legal action in accordance with the PCS discipline policy and applicable laws.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

As a user of Pivot Charter Schools technologies, I have read Student Use of Technology Policy and Acceptable Use Agreement and hereby agree to comply with it.

I understand that computer use is a privilege and not a right. I understand that if I violate this policy in any way, I will be subject to a referral and possible suspension. I understand that the parent or guardian of a minor student shall be liable for the replacement cost for property PCS loaned to the student that the student fails to return or that is willfully cut, defaced or otherwise damaged, up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, PCS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code 48904).

Student Name:

Student Signature

Date:

By signing here, I acknowledge that my son, daughter or ward must abide by the Student Use of Technology Policy and the Acceptable Use Agreement of Pivot Charter School and that any violation of this policy may result in disciplinary action.

Parent or Guardian Name:

Parent or Guardian Signature

Date:

_____ **For School Employees Only** _____

I have read, understand and agree to abide by the Student Use of Technology Policy and the Acceptable Use Agreement. I understand that the schools policies, procedures, rules, and regulations which apply to students also apply to me as an adult user of the schools technology, in addition to any separate policies governing employee use of technology.

Employee Signature: _____

Employee Name (Please Print) _____