

2025-2026

Carter G. Woodson Public Charter School Student and Parent Handbook



Home of the Jaguars

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CHARTER SCHOOL OVERVIEW

The charter school era began over 30 years ago by legislation passed called SB1441 Charter Schools Act of 1992 (Education code 47600 et seq.) now amended by AB544. Charter Schools are exciting innovative initiatives that are changing and enhancing the educational opportunities in California’s public school system. Charter schools are largely founded on the concept of accountability for demonstrating high student performance standards. Charter schools are designed to operate independently, under the oversight of the granting District. Charter schools are designed to operate free of most state mandates, except those ensuring the health, safety and civil rights of our children. Charter schools empower parents, teachers and communities to custom design unique educational programs that meet the specific needs of their children.

The law requires Districts to approve charter schools whose petitions are “reasonably comprehensive”, and practices are deemed adequate for public school education. The law also requires that the sponsoring District obtain supplementary information from the charter developer regarding a financial budget and the effects of the charter on the district. In addition, the Charter Act also requires that the charter contract contains several legal assurance statements **prohibiting** the charging of tuition, engaging in sectarian practices, and legally prohibited discriminatory practices.

History of Agape` Corporation

Agape` is a California non-profit, public benefit corporation with tax exempt status under the Internal Revenue Code Section 501(c)(3). The organization’s mission is to *provide education and support resources to those most in need while empowering the economic progress of youth and families in the community*. Agape’s founders intend to fulfill that commitment by designing needed resources and services that reduce and/or eliminate obstacles preventing economic growth.

Agape` has identified various *risk factors* through research and previous program development. As such, Agape` serves as an innovator for providing services to youth and families, by increasing their likelihood of becoming resilient, productive, prosperous, self-reliant and successful members of their community. Success will be reached through the following organizational principles:

- Outreach and collaboration with community organizations and Districts
- Visible and accessible programs that provide a continuum of services
- High quality educational options for students in grades 7-12 to post-secondary
- Flexibility and innovation inside and outside the classroom
- Performing civic duties and promoting social change
- Valid research and evaluation of educational and social services

Agape` has been in existence in the community for 26 years. Agape’s staff have over 30 years of experience working with youth and families in the community. Currently our organization has implemented several much-needed programs to address the needs of children and young adults including two premiere charter schools, and Agape` College of Business and Science a post- secondary institution (offering Associate of Science Degree, industry recognized certifications and career pathways).

Agape` is actively fulfilling, its vision through outreach to students who have the highest needs. In addition, Agape establishes schools in impoverished communities in order for students to benefit from a comprehensive educational program. Agape’s holistic design provides high needs students’ targeted instruction and social/emotional support. Subsequently, there are opportunities for career pathway options ultimately leading students to workforce skills as they complete a high school diploma and college degree concurrently. Students choosing Carter G. Woodson are offered the opportunity to complete a high school diploma and college degree or certificate within 4 to 5 years concurrently. Agape has developed business partnerships to ensure students have job shadowing and work-based learning that promotes real world application. Finally, in order to address the emotional and social supports needed Agape` has formed partnerships that provide students with therapeutic counseling to address vital social issues such as substance abuse, mental/behavioral health and truancy in order to illuminate issues that can impede on each child’s educational progress.

MISSION AND SCHOOL PURPOSE

The mission of Carter G. Woodson Public Charter School is to provide a personalized education to students by fostering academic, career readiness, along with social and emotional support leading to a higher education and economic growth.

Vision

Carter G. Woodson Public Charter School is designed to target students who will benefit from an interactive, personalized learning, family atmosphere to reclaim their education leading to a high school diploma. Our focus on project-based instruction, career training, college preparation, leadership and student outreach ensures the success of our students in becoming educated, self-sufficient, and economically independent.

Carter G. Woodson staff strives to achieve excellence by:

- Improving teaching and learning to enhance the academic achievement and social emotional development of all students.
- Maintaining a safe, inviting, drug free learning environment.
- Improving staff, parents/guardians and community participation in the educational process.
- Enhancing community trust.
- Enabling students to be self-motivated, competent, lifelong learners.

Carter G. Woodson shares the following beliefs about promoting student learning through the following objectives:

- **High Educational Standards** aligned with the Common Core State Standards and the No Child Left Behind framework.
- **Ensuring Classes** are taught by highly qualified certificated teaching staff.
- **Small Class Sizes** with personalized learning
- **Individualized Learning Plans** tailored to each student's needs.
- **Career Pathways and College** preparation that leads to workforce skill development, high wages, and economic prosperity.
- **Supportive Resources** for the entire family including parent training, shared governance and higher education opportunities.

STATE APPROVAL / SPONSORING DISTRICT

The Carter G. Woodson Charter School achieved charter status in May 2001 by the authority of the California Department of Education, through the sponsorship of the Fresno Unified School District.

GOVERNANCE STRUCTURE

The Agape Board of Directors consists of the following individuals: Everett Cowlings Jr., President
Christina Rodriguez, Secretary, Gloreta Johnson, Treasurer

Administrative Staff

Dr. Linda Scott, Chief Executive Officer

Dr Everett Lovelace, Dean of Schools

Darnell Taylor, Director of Operations

The Carter G. Woodson School Site Governing Council-

The California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

All Agape meetings are conducted quarterly and are open to the public and shall be conducted according to the Brown Act. Each school will coordinate a School Site Council meeting quarterly with elected officers. The School Site Council will be a part of the governance authority of each charter and will report to the Agape Board of Directors.

The Parent Advisory Council shall review and discuss the school's progress and problematic issues related to the school's operation or design. The decisions and guidance developed by the Parent Advisory Council shall be recorded in the meeting minutes. The minutes shall be submitted to the Agape' Board of Directors for discussion. The Agape' Board of Directors reserves the right to deny or amend documents not conducive to the mission of the School or the Corporate Structure.

Parents and individuals of the community shall have the right to voice concerns during the public comments section of the agenda at every regular school board meeting. Parents may also meet with the Agape' Board of Directors in a special meeting if a conflict cannot be resolved at the school site level.

In addition, a grievance policy is included in this student handbook for the Carter G. Woodson Public Charter School. As part of the student orientation process, each parent explains the grievance policy during the actual student orientation. The grievance policy applies to both parents and students.



Message from the Chief Executive Officer

On behalf of the Agape Schools and the entire Carter G. Woodson Staff, we welcome you to the Carter G. Woodson Public Charter School. We feel that you have made a wise choice by enrolling in our program. We have a dedicated staff of professionals here to assist you in your educational endeavors.

We are committed to providing a family like atmosphere. Parents are encouraged to become active participants by attending parent meetings, conferences, and other activities. There are many incentives available for families enrolled in our program. For more information on the many resources, we have to offer, please feel free to visit our campus. We look forward to your child having a successful and productive year.

Dr. Linda Scott, CEO

Contact Information: (559) 230-3073 or (559) 486-1166.



Dr. Linda Scott
Chief Executive Officer
Agape Schools



Everett Lovelace,
Ed.D Dean of Schools
Agape College of
Business and Science



Darnell Taylor
Director of Operations
Agape Schools
Carter G. Woodson
W.E.B DuBois

SUPERINTENDENT

Dear Students, Parents, and Staff of Agape Public Schools,

It is with great honor, gratitude, and excitement that I introduce myself as the new Superintendent of Carter G. Woodson Public Charter Schools. I am deeply moved and grateful for the opportunity to serve alongside such a devoted school community. My entire educational career has been dedicated and devoted to serving high need inner-city schools with much success!

At Carter G. Woodson Public Charter Schools, we are dedicated to the progress of youth and their future and hold firm to our core values: we believe in **excellence in education by collaborating among staff, creating positive and safe campuses by creating spaces for students and staff to provide targeted feedback** to meet the needs of every student on our campuses. These values are not simply words-we live them daily, in our classrooms, hallways, and communities.

I bring a strong and deep commitment to student success, which first begins with belief in our students. In the weeks and months ahead, I look forward to listening to and learning from you- our students, families, teachers, and staff. Your insight will be valuable to determine how we can move forward and increase students' outcomes. I believe in the power of collaboration, and when educators, families, and communities work together for a common purpose, extraordinary outcomes follow.

Thank you for welcoming me into the Agape family. I am confident that the work we accomplish for our student's future will yield phenomenal results and produce powerful thinkers and responsible students on campus. I am excited for this year, and the years to come.

With gratitude and anticipation,

Kehinde Stevenson
Superintendent
Agape Schools
Carter G. Woodson
W.E.B DuBois



Mr. Kehinde Stevenson
Superintendent
Carter G. Woodson
W.E.B DuBois

Welcome from the Director of Operations

Dear Agape and Carter G. Woodson Families,

Welcome to a new school year at Carter G. Woodson Public Charter School! We're excited to have you as part of our community and look forward to a year full of growth, learning, and connections.

As Director of Operations, I encourage you to take advantage of the wonderful programs we offer:

- **School Activities** – Join us for events that build community and enrich your child's experience.
- **Extended Learning Program** – A safe and supportive space for students to continue learning after school.
- **School Transportation** – Reliable and convenient transportation to make your mornings and afternoons easier.

We're here to support you and your students every step of the way. Let's make it a great year—together!

Warm regards,

Darnell Taylor

Director of Operations

☎ (559) 229-3529 or (559) 486-1166

✉ dtaylor@agapeschools.org



Mr. Darnell Taylor
Director of Operations
Agape Schools
Carter G. Woodson
W.E.B DuBois

CARTER G. WOODSON PRINCIPAL

Dear Parents/Guardians and Students:

Welcome Back

Parents, guardians, and students. It is that time again to highlight a new beginning to a new school year. It has been my pleasure to serve as principal of Carter G Woodson Public Charter school. This year is going to be an amazing experience for our students. We want our students to be present daily and on time so that learning time can be maximized. I am very excited to see the amazing opportunities that our students, staff, parents and community members will embark upon this school year. I am grateful to be a leader to our students and staff and collaborate with parents, guardians, and community members. I am ready to start this school year in the hopes that our students learn, grow, and become pillars in our society as the move to different elevations of learning. It is my goal to oversee the growth of our students in every aspect and that they move forward with the class and character that is instilled in them. Our core values and expectations for this school year will be high but I know that our students and staff will meet this challenge and exceed it. I am always here to support the families and community that we share together. Again, welcome back and let the 2025-2026 school year begin.

Sincerely,

Ms.Brannon, Principal



Ms. Angela Brannon
Principal
Carter G. Woodson

CARTER G. WOODSON - MULTIMEDIA PRINCIPAL

Greetings Parents and Guardians,

It is with great excitement that I write this letter of introduction to you as your Principal. I am deeply honored to work in the Agape School District with its long history and sustained culture of academic excellence. I will work hard to maintain the legacy of success already established here at Carter G. Woodson Multimedia Charter School. I am committed to working in a partnership with Ms. Montalvo, the students, the parents, and the staff to nurture the academic, social and emotional development of each of our students. During the first two weeks of school, we will be spending most of our time helping students get to know one another and becoming comfortable with various classroom routines. One of our main goals is to help students become independent workers and thinkers. I have high academic expectations for your child, and I will do all that I can to help your child achieve those expectations. I hope to talk with the parents and/or guardians of each of my students in the coming weeks. I plan to contact you personally in the next few weeks to introduce myself and see if you have any questions about the coming. I would also like to extend an invitation for you to contact me at any time. I can be reached through the main office at school or email. If you would like to talk in person, I am always available to schedule appointments after school. Please do not hesitate to contact me if you have any questions or concerns.

Sincerely,

Kevin Gilbert, Principal





Mr. Kevin Gilbert
Principal
Carter G. Woodson

Important Dates 2025-2026

Date	Event
2025-Aug-14	First Day of School
2025-Sep-01	Labor Day
2025-Nov-10	Veteran's Day Holiday (Day 1)
2025-Nov-11	Veteran's Day Holiday (Day 2)
2025-Nov-24	Thanksgiving Holiday (Start)
2025-Nov-28	Thanksgiving Holiday (End)
2025-Dec-19	End of 1st Semester
2025-Dec-22	Winter Break (Start)
2026-Jan-09	Winter Break (End)
2026-Jan-19	M.L. King, Jr. Day
2026-Feb-09	Lincoln's Birthday
2026-Feb-16	President's Day
2026-Mar-30	Spring Break (Start)
2026-Apr-03	Spring Break (End)
2026-Apr-06	Cesar Chavez Day
2026-May-13	CA Day of the Teacher
2026-May-25	Memorial Day
2026-Jun-09	Last Day of School
2026-Jun-10	High School Graduation
2026-Jun-10	8th Grade Promotion
2026-Jun-15	Summer School Start
2026-Jun-19	Juneteenth
2026-Jul-16	Summer School End

Master School Calendar 2025-2026

	Agape Schools W.E.B. DuBois Public Charter School Carter G. Woodson Public Charter School Dr. Linda Scott, Chief Executive Officer 2025-2026		First Day of School: Aug. 14, 2025 Last Day of School: June 9, 2026 Total # of Instructional Days: 180 End of 1st semester: December 19, 2025 High School Graduation: June 10, 2026 8th Grade Promotion: June 10, 2026 CA Day of the Teacher: May 13, 2026 Summer School: June 15-July 16, 2026																																																																																																																																																																																
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BELL SCHEDULES

MIDDLE SCHOOL BELL SCHEDULE

Carter G. Woodson Public Charter School (3333 N. Bond Ave., Fresno CA 93726) students in grades 7-8 will attend classes on a traditional schedule, **Monday through Thursday, 8:00am – 2:45pm and Friday, 8:00am – 1:05pm**. Carter G. Woodson Public Charter School (4880 N. First St., Fresno CA 93726) 8th grade students will attend classes on a traditional schedule, **Monday through Thursday, 8:00am – 3:35pm and Friday, 8:00am – 1:35pm**. Students will receive instruction in mathematics, language arts, science, social studies, performing arts, and physical education. The Carter G. Woodson Public Charter School will also focus on character development in addition to individual and family counseling.

HIGH SCHOOL BELL SCHEDULES

The high school will have 180 days of instruction. Students will have several options available to them in order to achieve an individualized schedule that will be most successful for academic achievement. Classes will operate Monday through Friday at various scheduled times. All classes will be 60 - 65 minutes with a maximum of seven periods per day with the exception of the minimum day schedule on Friday's where the classes are 40 - 45 minutes long with a maximum of seven periods. Each session will include a sufficient amount of breakfast and lunch breaks as mandated by law. **Monday through Thursday 8:30am to 3:35pm; Friday 8:30am to 1:30pm.**

Secondary Personalized Learning Bell Schedule

In the Personalized Learning Program, each student is placed on a three-to-four-hour session depending upon his or her needs. The students meet with their teachers up to twice a week to receive and review assignments. It is required that all students meet with their teacher on their scheduled session each week unless the teacher sets a different appointment time other than what is stated on the assignment contract. Students who have not mastered their basic skills may be required to attend additional hours per week for one-on-one tutoring. The Independent Study program will have a total of 180 days of instruction per year. Each student is required to engage in a daily instructional activity. Activities should be logged daily by students according to assignments accomplished.

ADMISSION REQUIREMENTS AND ELIGIBILITY CRITERIA

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The Carter G. Woodson Public Charter Schools shall have an open enrollment policy. Enrollment shall be voluntary, and **no tuition shall be charged to any student or parent.**

The Carter G. Woodson Public Charter Schools shall be nonsectarian in its programs, admission policies, employment practices, and any other operations. The school will not discriminate against students, parents, or applicants on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

No student "otherwise eligible" to enroll in the Charter School will be denied enrollment due to a disability or the Charter School's inability to provide necessary services.

Any student who resides within the State of California is eligible to attend the school. The Charter School has no entrance requirements other than requiring each enrolling pupils to fill out an application form. Expelled students can only be admitted after determining they meet the appropriate criteria. An expelled student must not have committed the following offenses to be considered for admission:

- Can not have carried knives, guns, explosives or any type of weapons
- Can not be Gang Affiliated
- Can not have harmed a teacher or school's staff.
- Can not be an arsonist

- Can not be a destroyer of property through tagging.

Students of the Carter G. Woodson will likely be primarily from Fresno County. Students referred by the sponsoring district will be tracked by Carter G. Woodson Public Charter Schools to establish a referral database. All students will be enrolled on the basis of the charter criteria. If the Charter School has more applicants than available space, admission, except for existing students who are guaranteed admission in the following school year, shall be determined by a random public drawing. Existing students are exempt from random public drawings. Preference in the random public drawing will be given to District residents. The random public drawing will take place in the spring, following an open enrollment period.

The Charter School will comply with the applicable minimum age for public school admission. Students over the age of 19 must be continuously enrolled in a public school while 19 years of age and making satisfactory progress toward a high school diploma. Students may not be older than 22 years of age.

Orientation Requirements

When a student enrolls into the Carter G. Woodson Public Charter Schools’, he or she must complete an orientation outlining the major components of the entire registration process. During the orientation, each enrollee/parent is given a registration packet. In addition to the completion of the registration packet, each student is required to take a Pre and Post Test Assessment. Students will complete diagnostic placement testing to determine skill level.

Admission Forms

In accordance with the rules and regulations set forth by the State of California, each student will be given a packet containing the following registration materials:

- ⇒ Pre-Enrollment Form
- ⇒ Registration Form
- ⇒ Request for Student Records, Transcripts
- ⇒ Home Language Survey
- ⇒ Demographic Report
- ⇒ Student Needs Assessment
- ⇒ Immunization Records
- ⇒ Consent to Release Information
- ⇒ Parental Involvement Policy
- ⇒ Immediate Termination Policy
- ⇒ NSLP Application
- ⇒ Parent Dispute Resolution Procedure
- ⇒ Student Textbook Contract
- ⇒ Master Agreement (I.S. only)
- ⇒ Agape Acceptable Media Use Policy

IMMUNIZATIONS

E.C. 48980; B.P. 5141.31; A.R. 5141.31

To be admitted to school, children must be fully immunized in accordance with the law. Children shall be excluded from school or exempted from immunization requirements only as allowed by law.

California law SB277 no longer allows for a personal belief exemption as of July 2016. Any students entering school for the first time in California after July1, 2016 will need to be fully immunized or have a medical exemption from a California doctor. The only exemption now accepted is a Medical Exemption written by a California doctor for students for whom immunizations are not medically indicated. The exemption statement should include the vaccine(s) the child unable to receive, the medical reason and whether it is permanent or temporary. If it is temporary, the date the exemption ends should also be included.

7th Grade Immunization Requirement

(California Health and Safety Code, Sections 120325-120375)

California law requires all students entering 7th grade in California to provide proof of having received a pertussis (whooping cough) vaccine booster called Tdap.

California law SB277 no longer allows for a personal beliefs exemption as of July 2016. Any students entering 7th grade in 2016 will need to be immunized or have a medical exemption from a California doctor. EC 5141.31

The only exemption now accepted is a Medical Exemption written by a California doctor for students for whom immunizations are not medically indicated. The exemption statement should include the vaccine(s) the child is unable to receive, the medical reason and whether it is permanent or temporary. If it is temporary, the date the exemption ends should also be included.

CLOSED CAMPUS POLICY

Carter G. Woodson has a closed campus policy. Students may not leave the immediate campus without first obtaining an off-campus permit. The school maintains authority for the safety and security of students within a one-mile radius of the campus. A note from a parent/guardian should be brought to the Attendance Office in advance when a student requests to leave campus. Students must leave campus with the parent/guardian, unless they have a driver's license and permission from parent/guardian to drive or to utilize the public transportation system. Individuals who are not enrolled in the school are not allowed on campus unless they are conducting business with school personnel.

AUTOMOBILE RULES AND REGULATIONS

Students who wish to use cars for transportation to and from school are expected to comply with all school regulations. The parking lot is considered part of the campus, and all school rules apply. Cruising around the campus is prohibited. Students may park in the student parking lot. Citations will be issued to cars parked improperly. Students are not permitted in the parking lot at any time without a pass except when arriving or leaving the campus. The school assumes no responsibility for any theft or damage. All student drivers' must be licensed and insured. A signed Parking Rules & Regulations Policy Agreement must be signed by the student and parent/guardian and approved by administration prior to parking on campus.

ALCOHOL/DRUG POLICY

Student use, possession, distribution, sale, or being under the influence of alcohol, illegal drug paraphernalia on school property or at any school function on campus and/or away from campus is strictly prohibited. Violation of this policy may result in expulsion from our school district or law enforcement involvement.

VISITOR'S POLICY

All on-campus visitors must be approved through school administration. All visitors are required to check in at the school office upon arrival on school property. Visitors shall wear the visitor pass at all times if they go beyond the front desk area. Visitors shall sign their name, date, time of arrival and destination in order to obtain a visitor's pass. Any visitor, who is non-compliant with stated policy, shall be asked to leave the premises by appropriate school personnel. Individuals who are not enrolled in the school are not allowed on campus unless they are conducting business with school personnel.

ACADEMIC ELIGIBILITY REQUIREMENTS

In order to encourage and promote academic excellence and outstanding citizenship, students participating in extra/co-curricular activities shall have a minimum Grade Point Average of 2.0. Activities include but are not limited to: Field Trips, Sports, Guest Speakers, etc. Students must also have no documented school conduct violations within four weeks of the scheduled activity. Any student that is on an "At-Risk" list who is otherwise eligible may participate; however, they may not attend any practice, competition, or activity that will require them to miss class time.

RECORD'S POLICY

Student records are requested from previous schools by Carter G. Woodson Staff and secured in a locked file cabinet. Upon receiving an advanced notification request, legal guardians may review their child's records. All records are considered confidential but may be shared with other agencies and staff with written permission. Our school complies with all requirements, policies, and procedures outlined in the Family Education Rights and Privacy Act of 1974 (FERPA).

STUDENT IDENTIFICATION POLICY

All Carter G. Woodson students will be issued photo identification cards at the beginning of the school year with a color photograph, name and grade visible. Students must carry their photo identification cards with them at all times while in school. Students will be required to present their identification cards during functions. Students shall have their identification cards available to present to the police or other law enforcement officials who may want to verify enrollment status and schedule. Misplaced or lost identification cards may be replaced for a minimal fee.

ADMINISTRATION OF PRESCRIBED MEDICATION

Any pupil who is required to take, during the regular school day, medication prescribed for them by a physician, may carry and self-administer prescription auto-injectable epinephrine. Self-medication may occur under the following circumstances:

(1) In order for the pupil to carry and self-administer prescription auto-injectable epinephrine, the school district shall obtain a written statement from the physician detailing the name of the medication, method, amount and time schedule by which the medication is to be taken and confirming that the pupil is able to self-administer the medication and a written statement from the parent, foster parent, or guardian of the pupil consenting to self-administration, as well as providing a release for the school nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from any liability if the self-administering pupil suffers an adverse reaction as a result of self-administration. A pupil may be subject to disciplinary action if they use auto-injectable epinephrine or inhalers in a manner other than as prescribed. The written statements in both cases shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes. It is the responsibility of the parent/guardian to provide this information to school personnel. The medication policy applies to all school activities and field trips.

Continuing Medication

The parent or legal guardian of a pupil on continuing medication for a non-episodic condition shall inform the school of medication, the dosage and the name of the physician. With the consent of the parent or guardian, the school nurse or other school personnel may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug. The superintendent of the school district shall be responsible for informing parents of the requirements of this section through the student handbook.

PRIOR EXPULSION STUDENT ADMISSION POLICY

Students that have been expelled from their previous school/district or charter school must bring in their expulsion paperwork for admission review. The Principal and Superintendent have five (5) business days to determine if the charter school is an appropriate placement for the student. Students that have been expelled for the following violations will not be accepted:

- Threats to teachers/staff and/or altercation with teacher/staff
- Possession of a weapon – ex. Guns and knives
- Graffiti – defacing of property
- Gang related incidents

The Superintendent may accept expelled students on a case-by-case basis; however, it is not required by law.

PARENT & FAMILY ENGAGEMENT POLICY & COMPACT

GENERAL INFORMATION:

Parental Involvement is essential to the progress of each child. Parent involvement is most effective through school and family partnerships. Studies show that schools with effective parent involvement programs have higher student achievement. At Carter G. Woodson Public Charter School parents are a part of our family of educators. Our staff serves as a liaison between school and home along with plentiful resources for parents to utilize.

Purpose

To establish a parent involvement, compact that would provide opportunities for parents to become involved in school and family partnerships through governance, volunteering, teacher evaluating, and student activities.

PARENT INVOLVMENT AGREEMENT/ COMPACT:

Carter G. Woodson Public Charter school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

The Carter G. Woodson Charter School Agrees to the following activities to encourage parent involvement and compliance with Title I Part A:

- ✓ Inform parents of all school activities through public notices, monthly calendars, and mailers. Notices and mailers will be in multiple languages other than English.
- ✓ Parents are given a survey evaluation during ELAC committee to evaluate the Parent Involvement Policy. Parents also are given a title I survey during the year which gives them input on how Title I funds should be spent.
- ✓ Parents are able to have input when conducting the Title I survey and during Parent Council and ELAC and School Site Council
- ✓ Parents will have the opportunity to attend and have shared input at our annual Title I meeting to discuss the purpose, funding, SPSA, LCAP, EL and annual progress
- ✓ Provide transportation resources for parents wanting to participate in school activities and school board meetings.
- ✓ Listen to all parent concerns and address them with the best possible solutions for the parent, student, and school.

- ✓ Provide daycare services to those parents attending school board meeting.
- ✓ Provide on-going trainings to Carter G. Woodson Charter School teachers & administrators on effective strategies to provide parents with guidance, educational resources, and productive home visits.
- ✓ Encourage parents to participate in School Council Meetings including placements as board officers.
- ✓ Provide non-monetary incentives for students to encourage public participation in School Council Meetings.
- ✓ Provide on-going trainings to parents on school governance, and the importance of shared decision-making.
- ✓ Provide an ongoing volunteer program support by teachers and parents.
- ✓ Provide comprehensive referral resources to parents seeking job training, medical care, literacy training, GED Preparation, and housing.
- ✓ Provide advance notice 7 days in advance of all parent advisory meetings unless there is a special meeting then there will be 48 hours' notice.

I (teacher name) _____ agree to the following activities to support parent involvement and student achievement at the Carter G. Woodson Charter School:

- To provide home visits to discuss your child's academic progress, attendance, and techniques to set goals for your child's future.
- I will provide updated progress reports through parent conferences, quarterly reports, Individual Learning Plans, guidance counseling, home visits, and telecommunications.
- I will provide strategies and techniques to parents that will assist in their child home to school learning activities and study habits.
- I will schedule meetings at various times and locations convenient to the parents work schedules and family life.
- I agree to be evaluated by parent's bi-annually and listen to there input through open discussion and effective communication.
- I agree to provide after school tutoring and academic counseling to your child at no cost.
- I agree to assist with volunteer training for parents wanting to participate in school activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Establish routines to support my child's success in school:

- appropriate bedtime
- monitor attendance
- homework & reading
- nutrition
- ✓ Communicate the significance of success in school & its relationship with success in life.
- ✓ Provide volunteer time to the school during the school year.
- ✓ Ensure that my child attends school on a regular basis and arrives at school on time.

- ✓ Make sure that my child’s homework is completed and returned to school on time.
- ✓ Stay informed about my child’s education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

1. Attend school regularly and arrive at school on time
2. Complete all daily homework and return it to school on time.
3. Model CORE VALUES and the school Code of Conduct.
4. Be responsible for giving my family members all the information sent home from school.
5. Consistently plan a portion of every day for a period of uninterrupted reading time.

This Revised Parent Compact was adopted by the (Carter G. Woodson Public Charter School) on (7-30-19), and will be in effect for the period of (8-14-25 to 6-30-26).

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before: (8-14-25 or upon enrollment).

Type signature here.

Signature of Authorized Official

Enter date approved.

I (Parent Name) _____ have read and understand the School **Parent and Family Engagement Policy and Compact**. I have been provided a opportunity to jointly participate in the development of this policy and compact. I agree to participate in the Carter G. Woodson Charter School Parent Involvement Program to enhance my child’s academic achievement in school.

- I agree to participate in home visits made by school staff by being present to the best of my ability and assisting teachers with techniques to better assist my child.
- I agree to help my child with their homework to the best of my ability.
- I agree to attend quarterly meetings to discuss my child’s Individualized Learning Plan, report cards, attendance and social development.
- I agree to attend an annual meeting to discuss my child’s State Standardized Test scores.
- I agree to work with the Carter G. Woodson Charter School teaching staff to provide my child with a better education.
- I agree to participate in my child’s school activities by volunteering my time and efforts on one or more of the following activities: Please Circle One

Tutoring in the classroom
 School Board meetings
 District Board meetings
 Field Trips

After School Supervision
Classroom Assistant
Attending School Functions
Assisting in Homework Center
Parent Trainings

In addition, I have read and understand the **Parent/Student Dispute Resolution Procedure**.

By signing this agreement, I agree to all the statements listed above and agree to form a partnership between home and school that will assist in my child's/my education.

Student Signature _____ Date _____

Parent Signature _____ Date _____

School Official Signature _____ Date _____

STUDENT CODE OF CONDUCT

Carter G. Woodson Public Charter Schools expects students to be in accordance with accepted standards of behavior. Core Values of

the Code of Conduct include:

- Safety
- Trust
- Honesty
- Respect

Carter G. Woodson Public Charter Schools shall exercise disciplinary actions for violations of the Student Code of Conduct at any of the following locations:

- On the campus of Carter G. Woodson Public Charter Schools including leased facilities.
- At Carter G. Woodson Charter School sponsored activities, away from campus property.

In keeping with this expectation, a student may be suspended or expelled for any of the following reasons:

- Fighting or attempting to cause harm
- Arson and/or attempted arson
- Obstruction or disruption of teaching environment
- Tampering with fire extinguishers, falsely reporting a fire or setting off a fire alarm
- Falsely reporting a bomb
- Destruction, vandalism or misuse of Carter G. Woodson Public Charter School documents, records or identification card
- Continued disruption on campus
- Failure to comply with Carter G. Woodson Charter School policies and regulations as published in the student handbook
- Furnishing false information to members of the administration, faculty, or staff
- Trespassing and/or unlawful entry
- Contempt of/or interference with any Judiciary Committee of the Carter G. Woodson Public Charter Schools.
- Disorderly conduct
- Offenses Against an Individual
- Hazing, involving abusive and/or humiliating treatment
- Assault and/or battery
- Sexual assault and/or harassment
- Destruction of private property (**Graffiti**)
- Gang related activity
- Harassment
- Theft and/or larceny
- Possession or sale of firearms and/or other dangerous weapons or objects
- To possess, manufacture, use, sell or transfer illicit drugs including narcotics, depressants, stimulants, hallucinogens, and other drugs
- Making false statements or providing false documents in public or private with intent to deceive
- Lewd, indecent or obscene behavior or conduct
- Embezzlement
- Gambling in violation of Federal and local laws
- Attempted and/or violation of the criminal codes of the local governments, either on or off-campus, where the student's presence is a danger to the health and well-being of others.
- Act as an accessory to any of the foregoing offenses

Student Support Tier Intervention Legend

(Student can exhaust the Tier Intervention System, due to repeated infractions, which may lead to suspension and/or expulsion.)

Tier I

Preventing the development of new incidents/ occurrences of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non-classroom).

<ul style="list-style-type: none"> • Counseling, Reflecting and Restorative Practice 	<ul style="list-style-type: none"> • Intervention Agreement
<ul style="list-style-type: none"> • Peer Mediation 	<ul style="list-style-type: none"> • Campus Beautification
<ul style="list-style-type: none"> • Student Ambassadors (<i>Peer Mediation</i>) 	<ul style="list-style-type: none"> • Refocus Pass
<ul style="list-style-type: none"> • Notify Parent/Guardian 	<ul style="list-style-type: none"> • Positive Incentive Card
<ul style="list-style-type: none"> • Reffer to SSC, Counseling or School Administration 	<ul style="list-style-type: none"> • Assign to School and/or Community mentors

Tier II

*Reducing the frequency and intensity of incidents of problem behaviors for students who are not responsive to primary intervention practices (**Tier I**) by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.*

<ul style="list-style-type: none"> • (O.U.C) Opportunity. Uplift. Center 	<ul style="list-style-type: none"> • Intervention Agreement
<ul style="list-style-type: none"> • Parent/Guardian Contact/meeting 	<ul style="list-style-type: none"> • Referral to Mental Health Counseling
<ul style="list-style-type: none"> • Reffer to SSC, Counseling or School Administration 	<ul style="list-style-type: none"> • Time out of school related Activities (<i>until restorative Activities are complete</i>)
<ul style="list-style-type: none"> • Community Services 	<ul style="list-style-type: none"> • School Service (<i>under alternative to suspension</i>)
<ul style="list-style-type: none"> • Assigned to mandatory Intervention Counseling groups 	<ul style="list-style-type: none"> • Counseling, Reflecting and Restoration
<ul style="list-style-type: none"> • Student Intervention Team (SIT) 	<ul style="list-style-type: none"> • Campus Beautification
<ul style="list-style-type: none"> • Refocus Pass 	<ul style="list-style-type: none"> • Positive Incentive Card

Tier III

*Reducing the intensity, frequency, and/or complexity of existing problem behaviors that are resistant to and/or unlikely to be addressed by primary (**Tier I**) and secondary (**Tier II**) prevention efforts by providing most individualized responses to situations where problem behavior is likely.*

<ul style="list-style-type: none"> • (O.U.C) Opportunity. Uplift. Center 	<ul style="list-style-type: none"> • Referral to Mental Health Counseling
<ul style="list-style-type: none"> • Modified ILP 	<ul style="list-style-type: none"> • Assigned to mandatory Intervention Counseling groups
<ul style="list-style-type: none"> • Time out of school related Activities (<i>until restorative Activities are complete</i>) 	<ul style="list-style-type: none"> • Positive Incentive Card
<ul style="list-style-type: none"> • Intervention Agreement 	<ul style="list-style-type: none"> • Charter Assessment Team(CAT) meeting

STUDENT DISCIPLINE GUIDELINES

Violation	Consequences
<p>Threatening to Cause Physical Harm Threatening a student/instigating and/or encouraging a fight on campus or at a school related event or by means of an electronic act.</p>	<p>1st Step- (Tier II) - 1-5 Days O.U.C, Intervention Agreement 2nd Step (Tier III) - 1-5 Days O.U.C, Counseling, Intervention Agreement 3rd Step- 1-5 Days Home Suspension, Police Report, Recommendation for Alternative Placement or Expulsion</p> <p><i>*Depending on the severity of infraction, student may immediately move to 3rd Step.</i></p>
<p>Threatening School Personnel</p>	<p>2- 5 Days home suspension, Recommendation for Expulsion, Danger hearing</p>
<p>Hazing</p>	<p>1st Step- (Tier II) - 1-5 Days O.U.C, Intervention Agreement 2nd Step (Tier III) - 1-5 Days O.U.C, Counseling, Intervention Agreement</p> <p><i>*Depending on the severity of infraction, student may immediately move to 3rd Step.</i></p> <p>3rd Step- 3-5 Days home suspension, Intervention Agreement or Possible Recommendation for Alternative Placement</p>

<p>Drugs & Alcohol EC 48900(c)</p> <p>Unlawful possession or purchase of, use of, sale of, furnished, or under the influence of an alcoholic beverage or over the counter drugs or prescription drugs</p> <p>Unlawful possession of any drug except for first Step of possession of not more than one ounce of marijuana (EC 48915a)</p> <p>Unlawfully selling a drug (48915c)</p>	<p>1st Step- (Tier II) - 1-5 Days O.U.C, Intervention Agreement 2nd Step (Tier III) - 1-5 Days O.U.C, Counseling, Intervention Agreement</p> <p><i>*Depending on the severity of infraction, student may immediately move to 3rd Step.</i></p> <p>3rd Step- 3-5 Days home suspension, Intervention Agreement or Possible Recommendation for Alternative Placement</p> <p>5 Days Home Suspension, Police Report, Possible Recommendation for Alternative Placement, Recommendation for Drug & Alcohol Counseling</p> <p>5 Days Home Suspension, Police Report, Danger hearing, Mandatory Recommendation Expulsion</p>
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<p>Sale of Look-a-Like Drugs and Alcohol (EC 48900(c)) Offered, arranged, negotiated to sell, deliver, furnish alcohol and/or drugs, and then substituted a look-a-like substance intended to represent illegal alcohol or drugs.</p>	<p>5 Days Home Suspension, Police Report, Danger Hearing, Recommendation for Alternative Placement/Expulsion</p>
<p>Robbery or Extortion EC 48900(e), 48915(a)</p>	<p>1-5 Days Home Suspension, Danger Hearing, Mandatory Recommendation for Alternative Education or Expulsion</p>
<p>Damage to Property EC 48900(f) Caused or attempted to cause damage to school property, school computers, or private property</p> <p>Pulling of Fire Alarms</p>	<p>1st Step- (Tier II) - 1-5 Days O.U.C, Restitution Intervention Agreement 2nd Step (Tier III) - 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement</p> <p><i>*Depending on the severity of infraction, student may immediately move to 3rd Step.</i></p> <p>3rd Step- 3-5 Days home suspension, Intervention Agreement or Possible Recommendation for Alternative Placement</p>
<p>Arson</p>	<p>5 Days Home Suspension, Police Report, Danger Hearing, Mandatory Recommendation for Alternative Placement/Expulsion, Report to Fire Department</p>
<p>Stole or Attempted to Steal school property or private property EC 48900(g)</p>	<p>1st Step- (Tier II) - 1-5 Days O.U.C, Restitution Intervention Agreement 2nd Step (Tier III) - 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement</p> <p><i>*Depending on the severity of infraction, student may immediately move to 3rd Step.</i></p> <p>3rd Step- 3-5 Days home suspension, Restitution, Intervention Agreement or Possible Recommendation for Alternative Placement or Expulsion</p>

<p>Tobacco EC 48900(h) Possession of, furnishing, smoking, or chewing tobacco on school grounds</p>	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-5 Days O.U.C, Intervention Agreement 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement</p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>
<p>Profanity, Obscene Acts, Demeaning Racial Statements, Vulgarity EC 48900(i) Displayed on Clothing <i>(Required to change clothes- Refer to dress code policy)</i></p> <p>Swearing, writing, display of obscene language, gestures, or demeaning statements, lewd acts, and materials, possession of pornography</p> <p>Demeaning racial statements</p>	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-5 Days O.U.C, Intervention Agreement 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement</p> <p><i>*Depending on the severity of infraction, student may immediately move to 4th Step.</i></p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>
<p>Profanity directed at school personnel</p>	<p>3 -5 Days Home Suspension, Possible Recommendation for Alternative Placement or Expulsion.</p>
<p>Drug Paraphernalia EC 48900(j) Possession: offered, arranged, or negotiated to sell any drug paraphernalia</p>	<p>5-Days Home Suspension, Danger Hearing, Recommendation for Drug & Alcohol counseling, Possible Recommendation for Alternative Placement or Expulsion</p>
<p>Knowingly Receiving Stolen School or Private Property EC 48900(l)</p>	<p>3-5 Days Home Suspension, Police Report, Possible Recommendation for Alternative Placement or Expulsion, Intervention Agreement</p>
<p>Imitation Firearm EC 48900(m) Possession of an imitation firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.</p>	<p>5-Days Home Suspension, Police Report, Danger Hearing, Possible Recommendation for Alternative Placement or Expulsion</p>
<p>Sexual Assault or Sexual Battery EC 48900(n) Committed or attempted to commit sexual assault or battery</p>	<p>5-Days Home Suspension, Police Report, Intervention Agreement, Danger Hearing, Possible Recommendation for Alternative Placement or Expulsion</p>
<p>Harassment of a Student Witness EC 48900(o) Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding for the purpose of intimidation or retaliation.</p>	<p>3-5 Days Home Suspension, Police Report, Intervention Agreement, Danger Hearing, Recommendation for Alternative Placement or Expulsion</p>
<p>Sexual Harassment EC 212.6 & 48900.2 Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct or sexual nature.</p>	<p>1-5 Days Home Suspension, Police Report, Intervention Agreement, Danger Hearing, Recommendation for Alternative Placement/Expulsion</p>
<p>Act of Hate Violence EC 48900.3 Causing, threatening or attempting to cause, or participating in an act of hate violence, defined as willfully interfering with or threatening another person’s personal property rights because of race, ethnicity, national origin, religion, disability, or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence.</p>	<p>5-Days Home Suspension, Police Report, Intervention Agreement, Danger Hearing, Possible Recommendation for Alternative Placement or Expulsion</p>

General Infractions	
Forgery/Falsification	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-3 Days O.U.C, Intervention Agreement, Saturday School 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement, Saturday School</p> <p><i>*Depending on the severity of infraction, student may immediately move to 4th Step.</i></p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>
Gambling	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-3 Days O.U.C, Intervention Agreement, Saturday School 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement, Saturday School</p> <p><i>*Depending on the severity of infraction, student may immediately move to 4th Step.</i></p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>
Trespassing on another school campus	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-3 Days O.U.C, Intervention Agreement, Saturday School 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement, Saturday School</p> <p><i>*Depending on the severity of infraction, student may immediately move to 4th Step.</i></p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>
<p>Electronics/Graffiti Paraphernalia Unacceptable items that may cause a disruption to the learning environment including Graffiti/Tagging Materials, Laser Light, Video Cameras, IPODs/MP3 players, other Electronics</p> <p>Cell Phone Use In Class Use of cell phone during class time (sending or receiving text messages, checking messages, checking time, playing games, etc)</p>	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-3 Days O.U.C, Intervention Agreement, Saturday School, Confiscation, Parent/Guardian must pick up 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement, Confiscation, Parent/Guardian must pick up</p> <p><i>*Depending on the severity of infraction, student may immediately move to 4th Step.</i></p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>

<p>Unacceptable Behavior</p> <p>Offensive Displays of Affection</p>	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-5 Days O.U.C, Intervention Agreement 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement</p> <p><i>*Depending on the severity of infraction, student may immediately move to 4th Step.</i></p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>
<p>Dress Code Infractions <i>(Required to change clothes- Refer to dress code policy)</i></p>	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-5 Days O.U.C, Intervention Agreement 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement</p> <p><i>*Depending on the severity of infraction, student may immediately move to 4th Step.</i></p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>
<p>Other Harassment EC 48900.4 Intentionally engaging in harassment, threats or intimidation against staff/school personnel, another student, or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidation or hostile educational environment</p>	<p>1st Step- 1-3 Days Home Suspension, Intervention Agreement, Possible Recommendation for Alternative Placement or Expulsion.</p> <p>2nd Step- 3- 5 Days home suspension, Recommendation for Alternative Placement or Expulsion</p>
<p>Closed Campus All school campuses are closed campus. Any student that leaves a campus without administrative approval will have violated the policy.</p> <p>Restricted Areas During school hours, students are restricted from the following areas: Staff Lounges, Staff office areas without authorization.</p> <p>Entering a Locked Facility</p>	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-3 Days O.U.C, Intervention Agreement, Saturday School 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement, Saturday School</p> <p><i>*Depending on the severity of infraction, student may immediately move to 4th Step.</i></p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>
<p>Cheating/Allowing a Student to Cheat/Plagiarism</p>	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-3 Days O.U.C, Intervention Agreement, Saturday School 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement, Saturday School</p> <p><i>*Depending on the severity of infraction, student may immediately move to 4th Step.</i></p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>

<p>Removal from (O.U.C.) Opportunity. Uplift. Center</p> <p>Missed Saturday School, O.U.C., or Campus Beautification</p>	<p>1st Step- (Tier III) Repeat O.U.C and/or Saturday School Counseling, Restitution Intervention Agreement, Saturday School</p> <p><i>*Depending on the severity of infraction, student may immediately move to 2nd Step.</i></p> <p>2nd Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>
<p>Defiance/Disrespectful</p>	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-5 Days O.U.C, Intervention Agreement 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement</p> <p><i>*Depending on the severity of infraction, student may immediately move to 4th Step.</i></p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>
<p>Selling Personal items on campus Students are not permitted to sell items at school to raise funds for personal use or non-school related organizations.</p>	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-3 Days O.U.C, Intervention Agreement, Saturday School, Confiscation, Parent/Guardian must pick up 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement, Confiscation, Parent/Guardian must pick up</p> <p><i>*Depending on the severity of infraction, student may immediately move to 4th Step.</i></p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>
<p>Gang Activity-EC 48900(k-3)</p>	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-5 Days O.U.C, Intervention Agreement, Counseling, Restitution Intervention Agreement, Report to Gang Task Force 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement, Report to Gang Task Force</p> <p><i>*Depending on the severity of infraction, student may immediately move to 4th Step.</i></p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement, Report to Gang Task Force</p>
<p>Vehicle and Parking Violation Students are to use designated parking areas only. No Exceptions. -Loitering and visits to parking lots are not allowed during school hours. Students are not allowed to go to the parking lot during school hours without permission. -Students are not to leave the parking lot of campus without proper authorization -No unauthorized student passengers in/on vehicle during school hours</p>	<p>1st Step-(Tier I) - 1-2 Days O.U.C. Intervention Agreement 2nd Step-(Tier II) 1-5 Days O.U.C, Intervention Agreement 3rd Step-(Tier III) 1-5 Days O.U.C, Counseling, Restitution Intervention Agreement, Revoke Driving Privilege</p> <p><i>*Depending on the severity of infraction, student may immediately move to 4th Step.</i></p> <p>4th Step- 1-5 Days Home Suspension, Possible Recommendation for Alternative Placement</p>

Violation	Consequences
<p>Mandatory Expulsion E.C. 48915© (1) Possession, selling, or otherwise furnishing a firearm (2) Brandishing a knife (3) Unlawfully selling a drug (4) Committing or attempting to commit a sexual assault or battery</p>	<p>5 Days Home Suspension, Police Report, Mandatory Recommendation for Expulsion.</p>
<p>Mandatory Recommendation for Expulsion E.C. 48915(a) (1) Causing serious physical injury to another person except in self-defense (2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil (3) Unlawful possession of more than one ounce of marijuana (4) Robbery or extortion (5) Assault or battery upon a school employee</p> <p>Any Combination of Fights or Attacks on other students, staff or visitors.</p> <p>Weapons and Dangerous Objects EC48900(b), 48915(c) Possession of a weapon (knife, sharp object, pin, club, look-a-like weapons, or any object that could inflict injury). A look-a-like weapon, if used in a threatening manner, will be treated as a weapon.</p> <p>Use of a weapon in a fight</p> <p>Possession and/or use/sale of explosives</p> <p>Possession, sale and/or use of fireworks</p>	<p>5 Days Home Suspension, Police Report, Mandatory Recommendation for Expulsion.</p>

BULLYING AND HARASSMENT PROCEDURES **AGAPE SCHOOLS**

PURPOSE:

The purpose of these procedures is to maintain a healthy, safe, and positive school environment that is conducive to learning; to ensure that school administrators, teachers, and staff take appropriate measures to prevent and intervene in incidents of bullying and harassment; and to prohibit the reprisal or retaliation against individuals who report these acts.

BOARD POLICY: Bullying & Cyber-bullying

Our school treats student safety as a high priority and does not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyber-bully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyber-bullying includes the transmission of harassing communications, 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. Cyber-bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, school leadership shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so.

As appropriate, school leadership shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement. Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying.

When a student is reported to be engaging in bullying off campus, school leadership shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When circumstances involve cyber-bullying, individuals with information about the activity are encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyber-bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, school leadership also may file a complaint with the internet site or service to have the material removed.

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

DEFINITIONS:

“**Bullying**” can be exhibited by an intentional physical, psychological, verbal, nonverbal, written, or electronic act or series of acts directed at another student or students, which occurs in and/or outside a school setting, that is severe, persistent or pervasive, and has the effect of doing any of the following:

1. Substantial interference with a student's education.
2. Creation of a threatening and hostile learning environment.
3. Substantial disruption of the orderly operation of the school.

Bullying is characterized by the following three (3) criteria:

1. It is intentional or deliberate aggressive behavior or harm doing;
2. It is carried out repeatedly over time; and

3. It occurs within an interpersonal relationship where there is an imbalance of power (e.g. one (1) person is physically larger, stronger, mentally quicker, or socially more powerful).

Bullying takes many forms and can include a variety of behaviors. Bullying refers to direct or indirect action, which may include but is not limited to:

1. Physical – touching, hitting, kicking, pushing, shoving, getting another person to hurt someone.
2. Verbal –name-calling, teasing, taunting, gossiping, and spreading rumors.
3. Nonverbal – threatening, intimidation, obscene gestures, isolation, exclusion, stalking, cyber bullying (bullying that occurs by use of electronic or communication devices through means of social networking, e-mail, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, bash boards, or web sites).

“Intimidation” is intentional behavior that would cause fear of injury or harm in a person of ordinary, reasonable sensibilities.

“School setting” means in the school, on school grounds, in school vehicles, at a designated bus stop, in transit to and from school or at any off-site activity sponsored, supervised or sanctioned by the school.

“Electronic communication” means a communication transmitted by means of an electronic or communication device, including, but not limited to, a telephone, cellular phone, or computer.

“Harassment” is unwelcome verbal, written, graphic or physical conduct relating to an individual's gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, English language proficiency, socioeconomic status and/or political beliefs. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. A single incident of harassment may implicate more than one protected class. For example, a student may be targeted because of his race and sexual orientation.

Harassment can create a hostile environment when it:

1. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with a student's education; or
3. Otherwise adversely affects an individual's learning opportunities, health, safety or well-being.

“Sexual harassment” is unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

PROCEDURES:

STEP 1: Prevention

All schools will implement procedures to prevent and mitigate acts of bullying, harassment, and intimidation.

1. Each school principal will provide an annual review and offer professional development to all teachers and the entire school staff on the prevention, identification, reporting, investigation and resolution of allegations of bullying and harassment.
2. Schools will inform students and parents/guardians that bullying and harassment will not be tolerated. Student training shall include the definitions of bullying and harassment, examples of bullying and harassment, the reporting process, and consequences of participating in bullying and harassment towards students and staff.
3. Schools will inform students and parents/guardians about the availability and use of the *Bullying and Harassment Reporting and Investigation Form* during parent advisory meetings, and through appropriate school communication (i.e., school web site, parent/student handbook).
4. *Bullying and Harassment Reporting and Investigation Forms (blank forms only)* will be available in the main office and other locations in each school.
5. *Bullying and Harassment Reporting and Investigation Forms (blank forms only)* will be available on the District's website and in the Parent Resource Centers.
6. Schools are required to conduct developmentally appropriate prevention activities such as:
 - a. Holding frequent classroom meetings or town hall meetings with students to discuss safety concerns.
 - b. Establishing, teaching, and reinforcing rules against bullying and harassment.
 - c. Incorporating social and emotional learning into the curriculum whenever possible.
 - d. Conducting classroom lessons on relevant topics such as inclusion, sensitivity, empathy, diversity, communication, problem solving, and tolerance.
 - e. Including bullying and harassment on every agenda for building committee/leadership team, grade group, and/or school-based staff meetings.
 - f. Celebrating the annual national bullying awareness month (October); and
 - g. Conducting student and/or parent focus groups or administer school-wide surveys to assess the nature and prevalence of bullying at the school and identify bullying hot spots in and around the building.

STEP 2: Reporting

A student or his/her parent/guardian or third party who believes s/he has been subjected to bullying and harassment is encouraged to immediately report the incident to the building principal or designee, or to any other member of the school staff, including teachers, guidance counselors, student support counselors, coaches, and administrators.

The complainant or reporting employee is encouraged to use the *Bullying and Harassment Reporting and Investigation Form*, but oral and electronic complaints shall be acceptable. The principal or designee shall complete the *Form* if the complainant chooses to make an oral or electronic report.

All reports will be documented using the *Bullying and Harassment Reporting and Investigation Form*. Reports will be promptly and appropriately investigated by the principal or principal's designee, consistent with the students' due process rights, using the *Bullying and Harassment Reporting and Investigation Form*, within two (2) school days after receipt of the report.

NOTE: It is critical when receiving a report to determine whether immediate steps must be taken to avoid further harm, such as keeping students separated, getting medical/behavioral health aid for anyone harmed, etc.

STEP 3: Investigation

Principals or the principal's designee will determine whether bullying or harassment occurred by taking the following steps:

1. The investigation should consist of individual interviews with the complainant, the accused, and others with knowledge related to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.
2. The investigator shall attempt to secure statements from all participants in, and witnesses to, the incident(s). The complainant shall not be required to meet face-to-face with the accused.
3. When a student with limited English proficiency is a party to a complaint, interpretation and/or translation services shall be provided. The limited English proficiency of a complainant, witness, or the accused is not an acceptable reason for failure to secure a statement from him or her.
4. Inform the complainant that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
5. Ensure that complainants are notified of available resources, such as counseling, health, and mental health services, and their right to file a complaint with local law enforcement.
6. Notify the complainant and the accused of the progress at appropriate stages of the investigation.
7. Refer the complainant to the Superintendent if the building principal is the subject of the report or complaint.
8. In cases involving potential criminal conduct, determine whether appropriate law enforcement authorities should be notified.
9. Document findings from the investigation and actions taken on the *Bullying and Harassment Reporting and Investigation Form*.
10. The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.
11. The obligation to conduct this investigation shall not be negated by the fact that the complainant cannot identify the accused.
12. If bullying or harassment creates imminent danger or qualifies as a violation of the Code of Student Conduct, notify the Superintendent and CEO immediately.
13. If the investigation determines that the accused engaged in conduct that constitutes a violation of this policy, the principal or the principal's designee shall take prompt and effective steps reasonably calculated to end the bullying or harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring.
14. The principal will submit a copy of the completed *Bullying and Harassment Reporting and Investigation Form* to the Agape Central Office at (559) 486-1166 (fax) within 24 hours of the completion of the investigation.
15. Copies of the forms must be kept in the principal's confidential file. These forms are not to be filed in the student's pupil records.

STEP 4: Parental Notification

If the bullying or harassment is substantiated, the principal or principal's designee will communicate with the parents/guardians of the victim and offender(s), and take the following steps:

1. The parent/guardian of the victim will be informed of the specific steps that the school will take to intervene in the reported behaviors, monitor future conduct, and protect the victim from reprisal or retaliation.
2. The parent/guardian of the victim may be invited to participate in the development of an intervention plan for their child.
3. The parent/guardian of the offender will be informed of the specific steps that the school will take to intervene in the reported behaviors and monitor future conduct, as well as the proposed consequences as stipulated in the Code of Student Conduct.
4. The parent/guardian of the offender may be invited to participate in the development of an intervention plan for their child. The intervention plan must be documented.
5. The parents/guardians of the victim and offender(s) will be provided with a copy of the intervention plan developed for their child. The intervention plan must be documented.

STEP 5: Behavioral Interventions

Schools must provide intervention and support to victims, offenders, and/or bystanders to address acts of bullying and harassment. Suggested interventions include, but are not limited to, the following actions:

1. Parent/student conferences.
2. One-to-one counseling for the victim, offender, and/or bystander with appropriate professional staff.
3. Positive behavioral supports, such as, functional behavioral assessments and check in/check out.
4. Increased adult supervision in hot spot areas and during transition times (e.g., admission and dismissal, classroom changes, lunch, recess).
5. Social skills training, including role playing.
6. Positive incentives and reinforcements for appropriate or improved behavior.
7. Development of a safety plan for the victim.
8. Daily report.

STEP 6: Disciplinary action

While all incidents of bullying and harassment require student interventions, some incidents may require disciplinary action/consequences for the offender(s). Appropriate disciplinary action/consequences for persons committing acts of bullying and harassment, for persons engaged in reprisal or retaliation, and for persons found to have made false accusations should be applied, when appropriate, after the investigation has determined that such an offense has occurred. The disciplinary action/consequences may vary depending on the severity of the bullying and harassment. A range of disciplinary actions/consequences may be found in the Code of Student Conduct.

STEP 7: Follow-up

1. Separate conferences for the victim and offender(s) will occur within ten (10) school days after the conclusion of the investigation to ensure that the bullying and harassment has ceased, and to determine whether there is a need for additional intervention or support. Individual conferences may occur as part of the progress monitoring of the intervention plan.

2. A second conference will be held with the victim four (4) weeks after the initial conference to ensure that the bullying and harassment has ceased.

STEP 8: Central Office Support

1. In instances wherein the bullying and harassment incident is reported and unresolved, and/or parents/guardians are not satisfied with the investigation or findings; follow-up will be conducted by the Superintendent.
 - a. In the event a resolution cannot be facilitated by the Superintendent, follow-up will be conducted by the CEO. In such cases wherein the incident remains unresolved, the CEO will explain the Uniform Complaint Procedures to parents/guardians who wish to initiate a complaint under the UCP.
2. Support may be inclusive of, but not limited to, the following:
 - a. Independent review of the bullying and harassment report and investigation.
 - b. Interview of parties involved in data collection and disposition.
 - c. Review of disciplinary action as deemed appropriate, under the Code of Student Conduct related to the incident(s).
 - d. Consultation with the parent/guardian and school-based personnel on alternative strategies and supports
 - e. Consultation with other relevant offices regarding findings and recommended actions.
3. Agape Schools will work with the school to ensure that the allegations/incident is reported, investigated, and that the resolution is sufficient. Agape Schools may amend the findings and recommendations of the school pursuant to review.
4. Appropriate professional development will be provided to all stakeholders annually to support the implementation of this procedure. Professional development includes trainings for administrators, teachers, staff, students, parents/guardians, and community stakeholders (e.g., community-based organizations, faith-based partners, city partners and contracted providers).

MAINTENANCE AND UPDATE OF THESE PROCEDURES:

These procedures originate with the Agape Schools Central Office. Regular updating of these procedures will be executed, as needed.

IMMEDIATE TERMINATION POLICY

The items and action listed below will not be tolerated in the school buildings, school grounds, or at any school-related or school-sponsored activity away from school.

1. Possession of loaded or unloaded firearms.
2. Possession of other dangerous objects.
3. Possession of laser and explosive devices.
4. Possession of knives.
5. Possession and or/ sale of controlled substances.
6. Cause, attempt to cause, or threaten to cause serious physical injury to another person, or willfully use force or violence upon another person, except in self-defense.
7. Commission of or attempt to commit arson.
8. Commission of or attempt to commit sexual assault or battery.
9. Commission of a hate or racial slur.

This policy will apply to students in our Agape` Inc sponsored programs. Hereafter, all students who possess and/ or commit the actions listed under the immediate termination policy will be immediately suspended and recommended for expulsion, unless the particular circumstances of the case show that expulsion is inappropriate. No exception will be made in the case of the possession of a loaded or unloaded firearm.

In every case students who violate applicable Education and Penal Codes referenced by this policy will be referred to the appropriate law enforcement authorities.

SUSPENSIONS & EXPULSIONS

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

Student Suspension or Expulsion

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Principal's office. Discipline policies will be summarized in the school Student/ Parent Handbook which will be given to each student and parent that attend orientation.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense. (b)Possessed, sold, otherwise furnished a firearm...

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in the Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) 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 his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) 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.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation 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.
- r) 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.

- s) 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 4 to 12, inclusively.
 - t) Caused, attempted to cause, threatened 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 4 to 12, inclusively.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusively.
 - v) 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.
 - w) A pupil who aids or abets, 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).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, 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.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) 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 his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) (Not a Expellable Offense)
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation 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.
- r) 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.
- s) 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 4 to 12, inclusively.

- t) Caused, attempted to cause, threatened 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 4 to 12, inclusively.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusively.
- v) 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.
- w) A pupil who aids or abets, 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).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, 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.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parents and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extensions shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing.

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim with a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The CEO or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the CEO or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The CEO or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board of Directors shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the district and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant

members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parents, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parents, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function.

- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

SEARCH AND SEIZURE

Metal detectors may be used randomly to promote safety. In addition, under reasonable suspicion, students may be asked to empty the contents of purses and backpacks.

CLEAR BACKPACK POLICY

In an effort to improve the safety measures currently in place, and to ensure the effectiveness of the random safety and security searches of students, Carter G. Woodson will require all middle school and high school students to use clear backpacks while on school campus and grounds. Athletic bags for team sports as well as drill and cheer team bags must be stored in a locked room until the start of the athletic competition. Additionally, the maximum purse size permitted in grades 7-12 will be 6" x 9." Backpacks must be completely clear, including free from stripes or any other material, including padding, which prevents the backpack from being completely CLEAR and SEE-THROUGH. The school will supply a clear backpack as a part of the required school materials

Students who violate this policy may be subject to immediate search, including confiscation of suspected unsafe backpack due to safety concerns. Students will also voluntarily surrender backpack to school staff. Students who refuse to surrender their backpack WILL NOT be allowed to attend school or enter any school premises AND their parents will be called. Parents will also be required to pick-up backpack before the student can enter the school building due to safety concerns.

EDUCATIONALLY APPROPRIATE DRESS CODE / UNIFORM POLICY

In cooperation with teachers, students and parents/guardians, the Agape Governing Board or School Site Council shall establish rules governing student attire which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed. (cf. 0420 – School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Based on the premise that certain ways of dress can be safety and/or health hazard and can also be a distraction from learning, the following policy on dress will be in effect at Carter G. Woodson. Please note that this dress code is for both sexes, and it will be enforced consistently and fairly at school and at all school sponsored functions and events. The dress code applies to all grade levels.

1. Pupils must dress safely. For example, shoes must be worn at all times at school or during school hours.
 - a. Clothes shall be no more than one size larger or one size smaller than the student's regular clothing size. Shirts may not hang beyond mid-thigh.
 - b. All clothing must be worn as its design was traditionally intended.
 - c. Flip flops sandals may not be worn by K-8 students. All K-8 students must wear shoes with a back strap.
2. Pupils must dress appropriately for educational activities in which they will participate.
 - a. Oversized "baggy" clothes may not be worn, including but not limited to (shirts, pants, jackets etc.) Pants must not exceed an excess of six inches of material at the knee. All pants and shorts must fit at the waist, crotch, and inseam. The length of pants may not exceed 2 inches beyond the student's measured inseam. No sagging of the pants is allowed.
 - b. All pants, shorts, skirts, skorts, culottes, and dresses must be properly hemmed.
 - c. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions. Clothing must be in good condition and not showing excessive wear or exposing skin. No frayed clothing (manufactured or otherwise).
 - d. Dresses, skirts, skorts, and shorts must be at least mid-thigh lengths. Shorts can only be a maximum of six inches above the knee (shortest) and/or finger length. No spaghetti strap dresses or tops allowed unless there is an approved top underneath or over; must have appropriate neckline.
 - e. Clothes must be sufficient to conceal undergarments at all times. Underwear-type sleeveless shirts, see-through, fishnet, or other attire which exposes the body in a sexually suggestive manner, bare midriffs, tube tops, tank tops, or halter tops, etc. are not acceptable. Shoulder straps on tops worn by females must not be less than two inches in width, sleeveless shirts on males are not allowed, and any apparel determined by school administration to be too revealing is not acceptable.
 - f. Bib overalls and shortalls must have both straps attached to the front of the garment as designed.
 - g. No leggings or tights may be worn unless they are worn beneath dresses, skirts, skorts, shorts, or culottes.
 - h. Hats and caps may be worn as sun-protective clothing while outdoors. The school may regulate the type of hat or cap. Hats must be worn facing forward.
 - i. Bandannas are not allowed.
 - j. Dark glasses shall not be worn in classrooms, offices, or other buildings unless a documented, related health problem exists.
 - k. Belts must fit properly, go through the belt loops, and may not hang. Brass belt buckles having cut out initials are not permitted.
 - l. Pajama bottoms may not be worn at school unless a designated school spirit day has been declared by site administration on a specific date.
3. Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Clothing or jewelry that advocate racial, ethnic, or religious prejudice, or other unlawful acts, or the use of tobacco, drugs, or alcohol are prohibited.

- a. Clothing that depicts college or professional sport logo/mascot is prohibited. (e.g. C.S.U.F. Bulldog, Georgetown, etc. attire is not allowed.)
- b. Backpacks shall be neat, clean, and free of any student writing except student's proper name may be displayed once for identification purposes.
4. Earrings are to be worn in ears only. No facial or tongue piercing is allowed if it interferes with the educational program.
5. Hair style shall be clean and neatly groomed. Haircuts or hairstyles that draw undue attention to the wearer or detract from the educational process are not acceptable (i.e. unusual designs, symbols), razor cuts, and the like.
6. Attire that may be used as a weapon may not be worn (e.g. steel-toed boots, chains, items with spikes or studs, etc.)
7. Pupils shall not display any material or paraphernalia which incites a disruption of the school process or creates a clear and present danger of either the commission of unlawful acts of school premises or the violation of school site policies or rules.
8. Gang-related apparel or paraphernalia, including symbols, emblems, insignias, or other gang identifiers, may not be worn or displayed. This rule prohibits the presence of any apparel, jewelry, accessory, notebook, or manner of grooming which by virtue of its color, arrangement, trademark, or other attribute denotes membership in or affiliation with gangs. In case of doubt as to whether an item is gang related; the principal or designee will consult with law enforcement or other school personnel with expertise in gangs. No solid-colored red, blue, maroon, or burgundy shirts, jackets, or sweaters. Shirts or sweaters that have red, burgundy, or blue as their primary color, even if there is a logo, print, or design are not allowed.
9. Any apparel, hairstyle, cosmetics, accessory, or jewelry, even if not specifically mentioned above, that creates a safety or health concern or tends to detract from the education process, is prohibited.
10. All tattoos must be covered at all times.
11. Limited written exceptions to the district dress code policy may be made by the Principal for special days, special events, or other unusual circumstances. Copies of this policy shall be given to students.

STRATEGIC PLAN FOR SUICIDE PREVENTION

Suicide Prevention and Post-intervention

1. Purpose

The Agape Schools in recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, hereby adopts this policy. This policy corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

2. Prevention Education

Students will receive age-appropriate lessons in their classrooms through health education on the importance of safe and healthy choices, as well as help seeking strategies for self or others. Students are taught not to make promises of confidence when they are concerned about a peer or significant other. Lessons will contain information on comprehensive health and wellness, including emotional, behavioral and social skills development. Students who are in need of intervention will be referred to Student Support Counselors for screening and recommendations.

3. Staff Training and Responsibilities

All staff are responsible for safeguarding the health and safety of students. All staff are expected to exercise sound professional judgment, err on the side of caution and demonstrate extreme sensitivity throughout any crisis situation. All school personnel should be informed of the signs of youth depression/suicide.

Any staff member who is originally made aware of any threat or witnesses any attempt towards self-harm, that is written, drawn, spoken or threatened, will immediately notify the principal or their designee. Any threat in any form must be treated as real and dealt with immediately. No student should be left alone, nor confidences promised. Thus, in cases of life-threatening situations a student's confidentiality will be waived. The district's threat assessment procedures will be implemented.

4. Suicide Crisis Response Procedures

Suicide Threat

Definition – A suicide threat is a verbal or non-verbal communication that the individual intends to harm him/herself with the intention to die but has not acted on the behavior.

- a. The staff member who learns of the threat will locate the individual and arrange for or provide constant adult supervision.
- b. The above-mentioned staff member will immediately inform the principal/designee.

- c. The principal/designee will involve student services/counseling staff, school psychologists, or other trained mental health professionals in their absence.
- d. The appropriate staff or approved agency provider will determine risk and intervention needed by interviewing the student and gathering appropriate supportive documentation from teachers or others who witnessed the threat.
- e. The principal/designee will:
 - Contact the parent/guardian, apprise them of the situation and make recommendations. Most often it is the person conducting the interview who contacts the parent/guardian.
 - Put all recommendations in writing to the parent/guardian. This notification may be through certified mail, email delivery confirmation, a parent/signature “sign off” of recommendations sent home to be returned the next day or other approved communication procedure.
 - Mail the recommendation through certified mail if there is any question or doubt of the parent/guardian receiving the recommendations.
 - Maintain a file copy of the letter in a secure and appropriate location.
- f. If the student is known to be currently in counseling, the principal/designee will attempt to inform their treatment provider of what occurred, and the actions taken.
- g. If the parent refuses to cooperate, and there is any doubt regarding the child’s safety, the school employee who directly witnessed the threat will pursue a 5150 involuntary mental health assessment by calling the local police or EMS. The delegate will listen to concerns and advise on the course of action. If a 5150 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from appropriate district staff.
- h. If authorized, transportation is provided by the parent, local police or EMS. Do not drive the student in personal vehicles. Do not leave the student alone at any time.
- i. Involve the Student Support Counselors and school psychologist for follow-up and support.

Suicidal Act or Attempt on School Grounds or During a School- Sponsored Activity

Definition- Suicidal act (also referred to as suicide attempt) – a potentially self-injurious behavior for which there is evidence that the person probably intended to kill himself or herself; a suicidal act may result in death, injuries, or no injuries.

The first district employee on the scene must call for help from another staff member and notify the principal/designee.

- a. A staff member must follow district emergency medical procedures, such as calling 911, notifying Superintendent and CEO.
- b. Staff members should move all other students out of the immediate area and arrange appropriate supervision. Students should not be allowed to observe the scene.
- c. Principal/designee will involve student services personnel, including Student Support Counselors and School Psychologist to assist as needed.
- d. Principal/designee will contact parent/guardian and ask them to come to the school or hospital.
- e. Principal/designee will inform the Superintendent and Assistant Superintendent but no later 15 minutes.
- f. Principal/designee will document in writing all actions taken and recommendations.
- g. If the student is known to be currently in counseling, the principal/designee will attempt to inform their treatment provider of what occurred, and the actions taken.
- h. Principal/designee will involve the Student Support Counselor team for follow-up and support.
- i. Principal/designee will request written documentation from any treating facilities prior to a student’s return to school.
- j. Student Support Counselors will promptly follow up with any students or staff who might have witnessed the attempt, and contact their parents/guardians. Student Support staff will provide supportive counseling and document all actions taken. Guidelines are available in in the school safety plan.
- k. Media representatives should be referred to the appropriate school spokesperson [e.g., Chief Executive Officer]. School staff should make no statements to the media.

Suicide Act or Attempt Not on School Grounds or During a School-Sponsored Activity but Reported to a School Employee

Follow the procedures outlined under Suicide Threat.

Suicide of a Student or Employee on School Grounds or During a School-Sponsored Activity

Definition - Suicide – death caused self-directed injurious behavior with any intent to die as a result of the behavior.

Note: The coroner’s or medical examiner’s office must first confirm that the death was a suicide before any school official may state this as the cause of death. Schools must adhere to the wishes of the family in this regard and respect their right to privacy and confidentiality.

When a sudden unexplained death of a student or staff member occurs, the principal/designee will confer with the Superintendent and Assistant Superintendent and promptly implement crisis response procedures as outlined in the District’s Safe Schools Plan. These actions may include the following:

The first district employee on the scene must call for help from another staff member and notify the principal/designee.

- a. A staff member must follow district emergency medical procedures, such as calling 911, notifying Superintendent and CEO.
- b. Staff members should move all other students out of the immediate area and arrange appropriate supervision. Students should not be allowed to observe the scene.
- c. Principal/designee will involve student services personnel, including Student Support Counselors and School Psychologist to assist as needed.
- d. Principal/designee will contact parent/guardian and ask them to come to the school or hospital.
- e. Principal/designee will inform the Superintendent and Assistant Superintendent immediately but no later 15 minutes.
- f. Principal/designee will document in writing all actions taken and recommendations.
- g. If the student is known to be currently in counseling, the principal/designee will attempt to inform their treatment provider of what occurred and the actions taken.
- h. Principal/designee will involve the Student Support Counselor team for follow-up and support.
- i. Principal/designee will request written documentation from any treating facilities prior to a student's return to school.
- j. Student Support Counselors staff will promptly follow up with any students or staff who might have witnessed the attempt and contact their parents/guardians. Student Support staff will provide supportive counseling and document all actions taken. Guidelines are available in the school safety plan.
- k. Media representatives should be referred to the appropriate school spokesperson [e.g., Chief Executive Officer]. School staff should make no statements to the media.

The principal or his/her designee will:

- a. Immediately notify, regardless of the day or time, the Chief Executive Officer. They will notify others in central office.
- b. Verify and obtain as much factual information as possible via school police, the parent/guardian, or others who may have the facts depending on circumstances.
- c. Assemble your response team using school-based and community resources and the school's service providers that are part of the SSC teams; use the procedures outlined in the Safe Schools or Crisis Plan if in the evening or over the weekend to ensure that everyone is informed of what occurred in a timely manner.
- d. Do not describe the death as a suicide with the general public, parents, staff or students unless you have written confirmation from the coroner or medical examiner. Decisions about whether to share the coroner's findings should be made in accordance with the guidelines outlined in the school safety plan.
- e. Promptly collect and safeguard the student's belongings from desk or locker, any student work or photo or staff belongings from his/her desk (in the event of a staff death). Consult with family members and determine a mutually agreeable date and time in private, to return these belongings.
- f. Inform the faculty that a sudden death has occurred using written communication if school has already begun, followed by a staff meeting at the conclusion of the day. If the death occurred in the evening, convene a staff meeting prior to the start of school the next day. Outline procedures that will be followed per the School Safety Plan.
- g. Designate space for all postvention activities.
- h. Once obtained, provide funeral arrangements and related details to students, staff via Main Office and parents via written communication.
- i. Refer staff to the district's EAP (Employee Assistance Program) for additional support.
- j. Prepare and send a parent information letter home with students following the district's protocol and guidelines in in the school safety plan.
- k. Prioritize classrooms and students who will need immediate attention and connect them with the response team or other appropriate resources as determined by student services staff.
- l. Refer media requests to district spokesperson.
- m. Do not disclose any information or details to the media.
- n. Meet with the response team at the end of the day or days during crisis management activities to ensure the exchange of important information, as well as to insure communication and further planning of activities.
- o. Check in periodically with the family, staff and students to ensure that everyone is supported as much as feasible with the context of the school setting.
- p. Thank those who assisted in the postvention. Don't forget to include the faculty, ancillary staff, crisis team and any outside agency or community folks.

5. Actions to Avoid

- a. Do not announce the death of anyone over the public address system.
- b. Do not hold an assembly program or bring large groups of students together in one place to discuss suicide.
- c. Avoid canceling school, classes or pre-planned activities unless absolutely necessary; students find comfort in following their normal routine when they are under stress, within reason. Discuss with superintendent prior to proceeding with any cancellations.

6. Memorials

It is recognized that grieving individuals need a variety of opportunities to personally express their emotions and reactions to this type of death. Recommendations and ideas for a memorial should be taken into consideration and discussed with the Superintendent and CEO prior to being implemented. Memorials must be carefully and tastefully planned, considering a broad range of responses. A variety of activities may in fact occur to celebrate positive remembrances, and these expressions often vary. Refer to the STAR-Center's Postvention Standards Manual, for additional considerations regarding memorials, graduation activities and anniversary dates.

PREVENTION

Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Agape Schools along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

SUICIDE PREVENTION RESOURCES:

1. For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
2. For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-California-0>
3. For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

STUDENT RIGHTS, FREEDOMS AND RESPONSIBILITIES

All students enrolled at Carter G. Woodson Public Charter Schools shall have the following rights, freedoms and responsibilities.

Rights and Freedoms

- Students have the right to organize groups or to join associations in support of a non- threatening cause of common interest. Students may not disrupt the operation or learning environment of the school for any reason. Students will not be allowed to impede the progress of another student learning for any reason. Students may not threaten or defy authority.
- Students have the right to freedom from discrimination on the basis of race, color, religion, sex, sexual preference, disability, national origin or age.
- Students have a right to privacy in keeping with the Family Educational Rights and Privacy Act of 1974.

ATTENDANCE POLICY

Student Attendance will be closely monitored and reviewed daily by Student Success Counselors and teachers. The teacher will take attendance at each class period. If a student is reported absent, Student Success Counselors will initiate the following five-step policy. In addition, students and parents will be telephoned daily to assure the student comes to school unless otherwise ill. Attendance will be evaluated in connection with class grades and academic achievement. The school will also utilize other resources like student services, previous attendance records, Cal-works, Probation and the home environment to formulate the most useful methods to improve attendance.

Excused Absence – Any illness of a student. This includes medical appointments, dental appointment, and the death in the immediate family. However, all students should attempt to schedule all appointments after school hours.

Unexcused Absence – Any absence not otherwise classified as excused may result in truancy.

TARDY POLICY

Students that receive three tardies within a quarter will receive a step.

ATTENDANCE – FIVE STEP POLICY

Our school will participate in a program designed to reduce the number of students absent from class without a valid reason. In addition, **student attendance records including enrollments, transfers and drops shall be submitted to the district for review.** Our attendance plan consists of five steps. If an absence is not cleared within the prescribed 48 hours, the following procedure will be followed:



INSTRUCTIONAL METHODOLOGY

Students at Carter G. Woodson Charter School shall learn via site-based instruction or a combination of site-based and independent study as defined by Education Code Section 47612.5. Both instructional delivery models emphasize standards-based teaching and ongoing authentic assessment aligned to Common Core state standards. The foundation of the Carter G. Woodson’s instructional methodology is the process of effectively shifting the model of teaching centered direct instruction of content, to student driven inquiry and project-based learning. Carter G. Woodson is currently using the inquiry learning model, by transforming student understanding as the central focus. Students engage in active problem solving by developing essential questions and investigating to find solutions. Teachers in turn are facilitating learning by selecting, designing and planning learning tasks, asking probing questions, observing students at work to identify misconceptions and planning follow up experiences. Furthermore, Carter G. Woodson is in its first phase of project-based learning to enhance the inquiry model by allowing students to research, develop critical thinking projects and evaluate what they are learning from different perspectives. The model has encouraged divergent thinking and assisted teachers in aligning career pathways by engaging students in making connections and thinking like experts in the field.

Carter G. Woodson students are exposed to rigorous academic standards, tasks and activities inclusive of multiple learning modalities and technology, as well as scaffolded instruction. These instructional modalities ensure that all students regardless of proficiency level, exceptionalism or learning strength have access to the content at the appropriate depths of knowledge. Standards based planning has allowed for learning opportunities that improve the ability of each student to think logically, present thoughts persuasively and translate new skills and content knowledge to applied post-secondary pathways. Learning is measured not only in the students’ ability to demonstrate proficiency on measurable performance standards and tasks explicitly aligned to the Common Core State Standards, but also in student’s ability to practically apply acquired knowledge relevant tasks across the content areas.

SCHOOL-WIDE LEARNER OUTCOMES

1. Carter G. Woodson will increase student proficiency in English Language Arts and Math.
2. Long-Term English Learners will progress towards English Language Proficiency each year
3. Our Charter School will ensure our teachers are equipped with training, materials, support, and technology to implement the Common Core State Standards.
4. Our school goal will increase parent participation in Parent Advisory Council, English Learner Advisory Committee (“ELAC”), and Feedback Collection Initiatives.
5. Our Charter School will maintain safe and clean facilities that promote learning with instructional support such as computer labs, online libraries, on-site libraries, sports, summer enrichment, and after-school programs.
6. Our Charter School will maintain a minimum of 90% attendance rate for DASS long term students.
7. All students will have access to Career Pathways, Advanced Placement, and College Preparatory Course Options.
8. Students in our special education populations will make satisfactory progress towards H.S. graduation requirements.

GRADING POLICY

Classroom Grades- to evaluate student academic performance and their ability to master competency standards. Educational consultants and lead teachers are involved in the development and selection of student assessments. Benchmarks are taken by each student in alignment with state adopted standards. Courses will be calculated on the following percentage system:

60%	Completion of Course Work (class assignments, projects etc.)
30%	Mastery of Common Core Standards
10%	Class Participation & Attendance
100%	Student Achievement

Students will be assigned letter grades A through D and R for repeat, due to lack of achievement. Credit and No Credit grades may be given in courses related to vocational and career training. Although the Carter G. Woodson Individualized Learning Evaluation (report cards) will have a traditional grading section. In addition parents are distributed student benchmark reports each semester. Grades will be reported to parents by mail either by report card or progress report. Teachers are required to complete a grade analysis report at the end of each semester to review student progress.

SATISFACTORY PROGRESS

Students over 19 years of age must make satisfactory progress. Students that are not turning in their homework assignments or refuse to complete work samples may be terminated from the school.

AGENCY NOTIFICATION

If a student has had an TANF verification form signed or is on probation or parole the school will notify these agencies to inform them that the student is no longer attending our program.

HOMEWORK POLICY

An important part of the curriculum is the extended practice of basic and advanced skills. Students are given homework three to four times per week as an extension of their class work. Students must complete the assignment by the due date given by the teacher. If students fail to do or complete their homework, then their credits and grades in the subject areas will drop. Independent study students missing more than three (3) assignments may be subject to a meeting to determine if independent study is an appropriate placement.

STATE STANDARDIZED TESTING POLICY

Students will be required to complete state standardized testing as required by Assembly Bill 544. State standardized tests include:

- SBAC – Smarter Balanced Assessment Consortium
- CAST – California Science Test
- ELPAC – English Learner Proficiency Assessment for California
- Physical Fitness Testing
- District Benchmark Assessments

GRIEVANCE POLICY AND PROCEDURE

PARENT/STUDENT DISPUTE RESOLUTION PROCEDURE

The purpose of a Parent/Student Dispute Resolution procedure is to allow a parent or guardian a direct avenue to resolve any dispute with any staff member using the following dispute procedure:

Step One

- a) Visit the staff member in person or contact them by telephone and attempt to resolve dispute directly.
- b) Once notified, said staff member must respond to parent/guardian in person or by telephone within five (5) working days.

Step Two

- a) If the dispute is unresolved, either party may notify the Principal.
- b) The Principal will then arrange a meeting with all parties concerned within five (5) working days of notification.
- c) The Principal will facilitate conversation and attempt to resolve the dispute.

Upon resolution of the dispute, the Principal will write a summary report of the dispute and its resolution within five days (5) working days of the meeting, giving a copy to all parties concerned, original copy is to be filed in the school office.

Step Three

If the dispute remains unresolved, each party concerned will submit the complaint in writing to the Principal outlining the following:

- A summary of the dispute
 - A summary of attempt(s) at resolution
1. The Principal will then write a summary of his/her attempt(s) at resolving the dispute and submit all documentation to the Chief Executive Officer / Superintendent
 2. The Chief Executive Officer / Superintendent will then arrange a meeting with the Principal and all parties concerned within five (5) working days of the first written dispute form submitted.
 3. The Chief Executive Officer / Superintendent and the Principal will review the written accounts, facilitate conversation, and attempt to resolve the dispute.
 4. Upon resolution of the dispute The Chief Executive Officer / Superintendent will write a summary report of the dispute and its resolution within five (5) working days of the meeting, a copy will be given to all parties concerned and file the original in the school office.

Step Four

1. If the dispute remains unresolved, The Chief Executive Officer / Superintendent will arrange a **Dispute Hearing** with the Chair of the Board of Directors. This Dispute Hearings is to be scheduled in an open session meeting of the Board. This hearing will take place within thirty (30) days of the meeting, in Step Three.
2. If the dispute is with a member of the Board, it must be held in an open session. If the dispute is with another staff other than a member of the Board it can be held in closed session.
3. At least five (5) working days prior to the closed session hearing, the Board Designee and Principal will submit to the Board of Director and all parties concerned a written summary report of their attempt(s) to resolve the dispute in addition to copies of the original dispute forms.
4. The Board of Directors will review all documentation and hear from all parties concerned, after which the Board will take final action(s) within five (5) working days to resolve the dispute.
5. The Board will give written notification of the action(s) taken to all parties concerned within the same five (5) working days and file the original in the school office.
6. If the dispute is with a board member follow Procedure Four. The dispute should be presented to Chief Executive Officer who will then forward it to the Board of Directors.

See Parent Complaint Form, Page 80 of the Student and Parent Handbook

UCP Annual Notice for 2025-206

Carter G. Woodson Public Charter School

For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties

The *Carter G. Woodson Public Charter School* has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

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

After School Education and Safety
Career Technical and Technical Education and Career Technical and Technical Training
Career Technical Education
Child Nutrition
Consolidated Categorical Aid
Economic Impact Aid
Education of Pupils in Foster Care and Pupils who are Homeless
Every Student Succeeds Act / No Child Left Behind
Local Control Accountability Plans (including Charter Schools as described in *EC* §§ 47606.5 and 47607.3);
Pupil Fees
Reasonable Accommodations to a Lactating Pupil
School Safety Plans
Special Education

A pupil fee includes, but is not limited to, all of the following:

1. 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.
2. 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.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

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 complaint shall be filed no later than one year from the date the alleged violation occurred.

We shall post a standardized notice of the educational rights of foster and homeless youth, as specified in Education Code Sections 48853, 48853.5, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Name or title: Dr. Linda Scott, CEO
Unit or office: Central Office
Address: 1313 P St., Fresno, CA 93721
Phone: (559) 486-1166 E-mail address: lscott@agapeschools.org

A pupil fees complaint is filed with the *Carter G. Woodson Public Charter School* and/or the principal of a school.

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 superintendent or his or her designee.

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 time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal our Decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of our Decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our UCP compliant policies and procedures is available free of charge.

See Uniform Complaint Form, Page 82 of the Student and Parent Handbook.

GRADUATION REQUIREMENTS

Each student between the ages of 14 to 18 (grades 9 - 12) will be required to complete 230 credits, along with two career pathway courses or a full sequence leading to a certification or degree. In addition, seniors will be required to complete a job shadowing or internship requirement before graduating from Carter G. Woodson Public Charter School. Finally, students are no longer required to pass the California High School Exit Exam per Senate Bill (SB) 172. Our schools governing board has adopted a basic skills test that every student will be required to pass beginning the 2017 school year, before graduation, unless they have an Individualized Education Plan (I.E.P.).

Young adult students who are 19 years of age will be required to be continuously enrolled and in pursuit of a high school diploma. Students over 19 years of age must be making satisfactory progress toward a high school diploma and school attendance as required by Education Code Section 47612 and Title 5 California Code of Regulations Section 11960. Young adults from the ages of 19-21 will be required to complete 200 units including two career pathway courses, along with a job shadowing or internship requirement before graduating.

Graduation Requirements	Class 2017+
Subjects	Units
English I-IV; English II required	40
Fine Arts or Foreign Language	10
Mathematics; Algebra required & Geometry	30
*Physical Education; (10 credits for students 19 to 21 years of age)	20
Science; Physical Science (10), Biology (10 credits), Note: Physics and Chemistry may be taken by students to meet the credit requirement or to meet A-G requirements.	20
Social Science; Cultural World History (10 credits), US History (10 credits), American Government (5 credits), & Economics (5 credits)	30
Career Technical Training; minimum of 15 credits of training is required	15
Career Exploration; Senior Portfolio required	5
*Electives; (40 credits for students 19 to 21 years of age)	60
Total	230

Total Credits for students 14 to 18 years old – 230 credits

***Total Credits for students 19 to 21 years old – 200 credits**

18 Years Old and Older Graduation Requirements

Graduation Requirements	Class 2019+
Subjects	Units
English I-IV; English II required	30
Fine Arts or Foreign Language	10
Mathematics; Algebra I required & Geometry	20
*Physical Education;	10
Science; Physical Science (10), Biology (10 credits), Note: Physics and Chemistry may be taken by students to meet the credit requirement or to meet A-G requirements.	20
Social Science; Cultural World History (10 credits), US History ((10 credits), American Government (5 credits), & Economics (5 credits)	30
Career Technical Training, Minimum of 10 credits of training is required	10
Career Exploration; Senior Portfolio required	5
*Electives;	20
Total	155

POLICY TO PARTICIPATE IN GRADUATION CEREMONY

Students must also meet state and local graduation requirements. The CAHSEE is currently suspended in accordance with (SB) 172 as of the Class of 2015.

NOTIFICATION TO PARENTS OF TRANSFERABILITY OF HIGH SCHOOL COURSES

The Carter G. Woodson Public Charter School will annually provide students and parents with a course catalog or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

At this time, Carter G. Woodson credits have been accepted between other high schools. The credits are transferable to other high schools; however, the receiving school/district reserves the right to apply the credits according to their graduation requirements.

PROMOTION – RETENTION

Students meeting or progressing toward grade level standards, complete state standardized testing and the required credits will be promoted to the next grade level.

Grade 09:	0 – 49 credits required
Grade 10:	50 – 109 credits required
Grade 11:	110 – 169 credits required
Grade 12:	170 – up credits required

Students not making adequate progress toward meeting the charter schools established criteria will be identified as being at risk of retention, parents are notified and students are provided additional opportunities to learn through before, after and summer school. The interventions prescribed will be designed to assist the students in reaching grade level expectations in core academic areas.

California High School Exit Exam

The CAHSEE requirement has been suspended by The California Department of Education after the Assembly Education Committee approved bill, (SB) 172, starting with the Class of 2015.

COLLEGE ENTRANCE REQUIREMENTS

Community College

A graduate of an accredited high school may be admitted to a community college upon completion of an application. Also, any person having successfully completed the California High School Proficiency Exam (CHSPE) or the General Education Development test (GED) with scores of 45 overall and with no subtest lower than 35 may be admitted. Placement tests are required for all admissions.

CSU and UC Freshman Admission Requirements

Carter G. Woodson has met all the A-G requirement approvals except in foreign languages. Carter G. Woodson staff are currently seeking to gain approval of A-G requirements for foreign languages. Students seeking the university public system are provided courses through an outside accredited vendor to complete the foreign language requirement and meet the full A-G requirements.

The preparatory course admission requirements for both the California State University and the University of California systems are the completion of the following courses with a grade of “C” or better

CSU-UC Eligibility Requirements		
	California State University (CSU)	University of California (UC)
HIGH SCHOOL GPA		
	Calculate GPA using only “A-G” approved courses completed during the summer after the 9 th grade through summer after the 11 th grade ----excluding deficient grades which have been repeated.	
SUBJECT REQUIREMENTS		
Courses Required	15 yearlong college preparatory courses (equivalent to 30 semesters) are required with grade of C or better:	
		11 UC-required college preparatory (“A-G”) courses must be completed prior to senior year (including summer courses)
A-History/Social Science	2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND...	
	1 year of history/social science from either the “A” or “G” subject areas	1 year of world history, cultures, and geography from the “A” subject area
B-English	4 years/8 Semesters of college preparatory English composition/literature (including no more than one year of Advanced ESL/ELD Courses.	
		The ESL/ELD cannot be completed during the senior year.
C-Mathematics	3 years/6 Semesters math (including or integrating topics covered in algebra I and II, geometry)*; 4 years recommended* (Integrated math sequences may be used to satisfy the “C” Mathematics requirement.)	
		Students applying to UC must complete a geometry course (or a series of integrated math courses with geometry content).
D-Laboratory science	2 years/4 Semesters laboratory science	
	At least one year of physical science and one year of biological science, one from the “D” subject area and the other from the “D” or “G” area** Integrated/Interdisciplinary courses may be used to fulfill either physical or biological science.	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/Earth & Space Sciences, and Physics/Earth & Space Sciences as part of the Next Generation Science Standards [NGSS] 3-course model); or two years of the NGSS integrated science 3-course model; or one year of biology, chemistry, or physics and one year of an approved lab science chosen from the earth & space sciences or interdisciplinary sciences disciplines. Courses approved for the D subject area in the applied science, computer science, and engineering disciplines may only be used for a 3rd year (or beyond) of the lab science requirement. ***
E-Language Other than English	2 years/4 Semesters (or equivalent to the 2 nd level high school course instruction) of language other than English (must be the same language, American Sign Language accepted)*	
		3 years recommended
F-Visual & Performing Arts	1 year/2 Semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual arts	
G-College Preparatory Elective	1 year/2 Semesters of elective course work chosen from any of the areas on approved “A-G” course list	

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

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

***UC area D requirement updated as of February 2019.

CSU-UC Comparison of Minimum Freshman Admission Requirements. Information accurate as of February 2019.

<https://admission.universityofcalifornia.edu/counselors/files/csu-uc-a-g-comparison-matrix.pdf>

CHARTER YOUR PATHWAY TO SUCCESS **CAREER PATHWAY PROGRAM/CAREER TECHNICAL EDUCATION**

Charter Your Pathway to Success is a career pathway program offered to Carter G. Woodson students. The program prepares student for a career by exposing students to work-based learning skills and infusing academic standards into a comprehensive industry-driven curriculum. Each pathway is designed to prepare students for high-skills, high-wage, and high growth jobs. Carter G. Woodson participates in this program with other local charter schools which assists in sustaining the program through student participation, pooling resources, and collectively obtaining additional grant funding. Charter Your Pathway to Success provides students with the following pathways leading to industry skills and development; Business Administration, Energy and Environmental Technology, Education, Health Science and Medical Technology, Entrepreneurship, and Media Art & Design. Students enrolled in the career pathway program are given opportunities to participate in work assimilation activities. These activities allow our students to engage in real-life workplace experiences. Students are engaged by connecting common core academic instruction in the classroom to hands-on job skills. Experiences include, but are not limited to, career fairs, guest speakers, job shadowing, and paid and unpaid internships.

Each pathway includes milestones to enable students to enter the workforce at different levels of high-skill, high-wage, and high-growth jobs. Milestones in the pathways include completion certificates, industry recognized certifications, and Associate Degrees. Throughout the pathways, students will be assessed for college entrance readiness through online assessment tools. Partnerships include Fresno City College, and Agape College of Business and Science, who in partnership with Carter G. Woodson will teach students several different trades and careers to become self-employed and economically independent. The following training will be available to charter school students wanting to apply:

- Career Technical Education- will be offered to students from 13 to 21 years of age. The Career Technical Education program will involve training in a variety of careers according to each students chosen career pathway.
- Post-Secondary Degree Programs- students have the opportunity to attend Agape College of Business and Science concurrently toward their A.S. Degree while attending the Woodson High School Diploma program.
- Fresno City College- is a Career Pathway partner with Carter G. Woodson. Carter G. Woodson students currently attend classes toward a certificate or degree in Education and Energy and Environmental Technology.
- NFTE-develops entrepreneurs the program teaches students several different business concepts including the development of a business plan to become self-employed and establish a business in their local communities

CAREER PATHWAY SEQUENCES: Students in 9th-12th grade will complete a 3-10 course sequence which will lead to a certificate of completion or dual credits toward a college degree from Agape College of Business and Science (ACBS) or Fresno City College. In order for students to successfully complete the program, students will need to be enrolled in our school for two consecutive years.

BUSINESS MANAGEMENT

Students will complete a course sequence which will lead to a certificate or dual credits toward a college degree in Business Administration from Agape College of Business & Science. The program will introduce and reinforce the principles, practices, and careers related to Business Administration. Management consists of planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management pathway, students learn entrepreneurship and business fundamentals, goal-setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management. Occupations relating to this Pathway requiring less than a B.A degree are Office Assistant and Office Manager. An occupation relating to this Pathway requiring a B.A Degree is a Business Manager.

PATIENT CARE

Students will complete a course sequence which will lead to a certificate or dual credits from Agape College of Business & Science. The courses offered in this Pathway are designed to prepare the student for employment in both the Community and Institutional settings. The standards for the Patient Care pathway apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers

in this pathway. Occupations relating to this Pathway requiring less than a B.A degree are Medical Assistant, Licensed Vocational Nurse, and Registered Nurse. An occupation relating to this Pathway requiring a B.A Degree is a Health Specialties Teacher.

MEDIA AND DESIGN ARTS

Students will complete a course sequence which will lead to a certificate or dual credits toward a college degree from Agape College of Business & Science. This pathway includes occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions. Occupations relating to this Pathway that require less than a B.A. are Desktop Publishers, Photographer and Web Designer. Occupations relating to this Pathway that require a B.A. are Digital Animator and Artistic Director.

COURSE GUIDE

BUSINESS & TECHNOLOGY

Intro to Computers 8020

Introduction to computers, their use, and common computer terminology. Course includes word processing, spreadsheets, and data base management.

Desktop Pub/Yearbook – Voc Ed 8030

Prerequisite: Intro to comp.

Foundation of computer graphics using Microsoft Publisher software and business applications. This is a hands-on class producing through sales, design, photography, and computer work a yearbook by the end of the school year. Minimum of 10 internship hours required. Class may be applied to either Vocational or Art requirements.

Digital Art & Photography 7060

Prerequisite: Image Likeness Usability

With the usage of disposable and digital cameras, students will be introduced to the art of multimedia photography and digital art through various page layout and design software programs. Student work samples will be displayed through various media such as websites, bulletin boards and classrooms. Students enrolling in this course must sign a waiver allowing their image and or likeness to be utilized in school related publications.

Microsoft Certification –Voc Ed 8040

Prerequisite: Intro to comp.

Features Microsoft Word, Excel, Power Point, Outlook and Access. Students learn marketable skills for career advancement and have option to become certified in any of the designated areas. Certification requires passing of Microsoft exams.

Multimedia Communications – Voc Ed 8150

The student learns to use vector graphics, audio, photographic imagery, animation and video using scripting languages. By working in classrooms and computer labs, students develop a foundation in image manipulation, multimedia scriptwriting, digital sound, streaming video and animation.

NFTE – Voc Ed 8200

NFTE's programs teach entrepreneurship using its exciting, experiential curriculum. The curriculum may be used in a semester-long or year-long entrepreneurship course. The programs are offered in a variety of settings, including public schools and after school programs. Students learn business concepts, practice skills including negotiation and pricing, and work on completion of business plans for their own individual businesses.

Office Procedures I - Voc Ed 8160

Will introduce the student to the basics of modern office procedures and operations through the use of the latest office technology. Emphasis will be on understanding the duties of an office and what is expected of the employee, organizing various duties into a daily routine, preparing reports, telephone answering techniques, call transfers, and message taking.

Web Design – Voc Ed 8060

Use business and technology to build web pages for local businesses, churches and agencies. Discover entrepreneur concepts and career opportunities. Minimum of 10 internship hours required.

Entrepreneurship – Voc Ed 8070 Introduces small business management topics: marketing analysis, site selection, physical layout, advertising, personnel, and community resources. Minimum of 10 internship hours required.

Introduction to Medical Science 8300

In this course students will learn more about careers in the medical field, different Medical jobs, and certification requirements for medical jobs. Students will learn Medical vocabulary such as prefixes and suffixes to Medical Terminology. This skill will be used to define and interpret medical terms used in the field. Students will learn Body Structures, Anatomical Position, Body Planes and Cavities, Body Quadrants & Regions, Pathology, and Diseases of the Human Body.

CAREER EDUCATION

Career Exploration 8120

Prerequisite: Seniors only.

Students explore career interests and pre-employment work maturity. The course includes career assessments, occupational information, and career decision-making strategies. Pre-employment work maturity includes job readiness, resumes, job applications, and interviewing. A student portfolio will be developed. Minimum of 10 internship hours required.

Career and College Awareness 8115

Students will explore and research various career pathways. Students will establish clear and defined education and career goals. Students will explore the relationship between personal qualities, education, training, and the world of work.

Work Experience – Voc Ed 8110

Co-requisite: Students have to have a job. Proof of employment required. Students learn vocational trades and job skills at employer-based worksites. A student portfolio will be developed.

CONSUMER HOME ECONOMICS

Sociology for Living **6010**
Prepares students for the transition from adolescence to responsible adulthood. Units include: health & wellness, nutrition, tobacco and drug prevention, conflict resolution and study skills.

Family Life Education **6020**
Designed for pregnant or parenting students. Units include: reproduction, prenatal and postnatal care, newborn and infant care, child development, decision-making skills, consumer education and awareness of community resources.

Life Management **6025**
The purpose of this course is to increase student knowledge and ability in skills necessary for everyday living. Topics include health & wellness, anger management, drug and alcohol prevention and communication skills.

Healthy Choices **6027**
The purpose of this course is to increase student knowledge and ability in skills necessary for everyday living. Topics include health & wellness, anger management, drug and alcohol prevention and communication skills.

Nurturing Parent – Voc Ed **6030**
Focuses on child development, health and safety, values, character building, consumer education, community resources and family planning. Minimum of 10 internship hours required.

Child Development – Voc Ed **6050**
Child development includes units in pregnancy and prenatal development, infant care, growth and development patterns during early childhood, and techniques of discipline and guidance. Minimum of 10 internship hours required.

Careers with Children – Voc Ed **6060**
Prerequisite: Child development.
This course is designed to prepare students to work in fields dealing with young children. The course includes review of child development theory and practical experience at nearby day care centers and/or preschools. Through field trips and classroom speakers, students will learn first-hand about careers that deal with children. Minimum of 10 internship hours required.

Culinary Arts – Voc Ed **6065**
This course reviews the skills necessary for food preparation and planning. Includes meal planning, menu development, nutrition and health, sanitation, and food preparation.

Food Science - Voc Ed **6070**
This course reviews the skills necessary for food preparation. Includes nutrition and health, food safety and sanitation, facilities and equipment and food preparation. Minimum of 10 internship hours required.

Restaurant Careers – Voc Ed **6080**
Prerequisite: Food Science.
This course will teach students how to be productive workers and how to survive in the world of work. Includes meal management, meal service, food production and technology, restaurant sales and service and careers related to food service. Minimum of 10 internship hours required.

Introduction to Cosmetology **8250**
This course introduces the fundamental theory and practices of the cosmetology profession. Emphasis will be placed on theory, professional practices, and safety. Topics include: State and local laws, Rules and regulations, Professional image, Bacteriology, Decontamination and infection control, Chemistry fundamentals, Safety, Hazardous Duty Standards Act compliance, Anatomy and physiology.

LANGUAGE ARTS

Reading Comprehension **1120**
This course is designed to improve the mechanics of reading and vocabulary comprehension. Daily emphasis is placed on vocabulary building, spelling, comprehension, and reading fluency. Readings are selected from multicultural authors, characters, and themes. Those students who have scored below the 40th percentile on their STAR tests in reading and/or are two years below grade level are required to take this class as an elective.

English Fundamentals **1010**
This basic skills course reviews word analysis, language mechanics, sentence and paragraph structure, grammar, spelling and punctuation.

English I P **1020**
English I is a ninth-grade equivalent English class that focuses students on reading, writing and research topics. Students will be guided through several resources including films, periodicals, novels, and biographies. Students will read a wide variety of classic and contemporary literature from the California *Recommended Readings in Literature* list. Students will advance their vocabulary by learning and applying vocabulary and concept development strategies. Students will develop a portfolio, which will include essays, term papers, drafts, editing, and rubric evaluations. Students will also use computer software to do word processing. Students will learn to write descriptive, persuasive, and narrative compositions. Student must pass mastery tests in order to proceed to a higher level.

English II P **1030**
English II is a grade level 10 English class that is a continuation of language studies. Students will read a wide variety of classic and contemporary literature from the California *Recommended Readings in Literature* list, as well as magazines, newspapers, and online information. Students will advance their vocabulary

by learning and applying vocabulary and concept development strategies. Students will write autobiographies, responses to literature, and fictional documents. In addition, students will complete extensive research projects utilizing internet and word processing formats. Students will develop presentations utilizing Power Point and develop public speaking skills.

English III P 1040

English III is a grade 11 equivalent English class that focuses on advanced writing, reading, and speaking applications. . Students will read a wide variety of classic and contemporary literature from the California *Recommended Readings in Literature* list with an emphasis on American Literature. Students will advance their vocabulary by learning and applying vocabulary and concept development strategies. They will deliver multimedia presentations and revise presentations according to audience responses. They will practice advanced expository critiquing. Students will develop advanced compositions and historical investigative reports.

English IV P 1060

English IV is a grade 11-12 English class for students who have mastered standards for traditional 9-11th grade California English-Language Arts standards. Students will read a wide variety of classic and contemporary literature from the California *Recommended Readings in Literature* list as well as magazines, newspapers, and online information. Students will advance their vocabulary by learning and applying vocabulary and concept development strategies. Students will demonstrate mastery in composition by completing word-processed writing tasks of multiple genres using the complete writing process. Students will demonstrate learned listening and speaking skills by responding orally to literature, speeches, films, and other oral presentations. Students will compile research projects and term papers using M.L.A. formatting standards.

Historical Writing 1070

Advanced reading and researching of historical and autobiographical events. Utilize resources in research including Internet, university libraries and public libraries.

English Language Development 1110

A course designed for Limited English Proficient students who have not mastered the English skills necessary to perform successfully in a mainstream English class without support. The course develops listening, speaking, reading, and writing competencies.

ELD/English Intervention 1111

This course has been designed for beginning and intermediate level Limited English Proficient students who need additional support in English.

Theatre Arts I 1120

A course designed to present types of drama, interpretation, and acting techniques, as well as studies in reading, acting and the production of scenes. Costuming and make-up will be stressed.

Theatre Arts II 1130

Prerequisite: Theatre Arts I or Performing Arts.

Theatre Arts II is a course designed for students who are interested in improving their acting techniques. Students will study different techniques and methods of acting. Students will also explore various aspects of theatre including set design, costume, make-up, writing, directing, filming etc. Students must be willing to memorize as well as perform monologues and scenes.

Journalism 1080

Students will be exposed to the fundamentals of journalism, including writing, copy preparation, and photography. Students will focus on the production and edit of the school newsletter monthly.

Foundational English 1140

Provides review and remediation for those students who need remediation in basic skills. Intensive instruction and experience is given in mastering the standards emphasized on the basic skills exam. Reading Comprehension, Vocabulary, and writing strategies will be emphasized as well as responding to literature.

MATHEMATICS

Math A & B 4010/4011

Basic elements of arithmetic including order of operations, computation, ratios, fractions, measurement, and problem solving. Second semester introduces pre-algebra concepts.

Algebra I P 4020

Algebra I is the first core high school math course where abstract reasoning is applied. This course of study includes integers, exponents, scientific notation, and problem solving. Students will be building upon this knowledge to learn how to write, solve, and graph linear and nonlinear equations, inequalities, and systems of two linear equations in two unknowns. In addition to studying monomials, polynomials, and rational expressions, students will be engaging in solving quadratic equations, by using the quadratic formula, factoring, completing the square, and graphing quadratic functions. Students will also be researching and completing projects involving real life situations, especially when working with statistics and probability.

Algebra II P 4020

Algebra II is the third core high school math course. It expands the mathematical content of Algebra I and Geometry. Students will be introduced to many new concepts and themes which they will be able to use in real world situations. The purpose of this

course is to expand abstract thinking skills and teach students algebraic solutions to problems in various content areas. Students will be analyzing equations, inequalities, and conic sections, exploring Polynomial, Rational expressions, Exponential and Logarithmic Functions, investigating Sequences, Series, Discrete Math, and Probability, and using a variety of methods to solve linear equations and inequalities in two and three variables (i.e. elimination, substitution, Cramer’s Rule, matrices, and graphing}.

Geometry P 4040

Geometry is the second core high school mathematics course which builds upon the knowledge students have gained in Algebra I. Students begin to see how algebraic functions add a new dimension to the understanding of Geometry. This course is designed to develop geometric skills and gives students the ability to construct formal logical arguments and concepts in a geometric setting. Students begin by understanding the basic nature of logical reasoning in mathematics. Students will be writing geometric proofs, measuring polygons to classify figures, memorizing the essential formulas for area and volume and using coordinate Geometry. Students will also be expected to recognize and put into use both inductive and deductive reasoning when working with undefined terms, axioms and proving theorems; including the Pythagorean Theorem.

Business Accounting – Voc Ed 4050

Students learn systems of accounting and study local and state budgets using computerized systems: Excel, Microsoft Money, and Quicken Premium Software. Graphing statistical data using mathematical equations. Minimum of 10 internship hours required.

Foundational Math 4060

This course is designed to provide review, remediate, expand, and complete instruction on mathematics concepts on the basic skills test. Units of instruction include the five major strands of mathematics tested on the basic skills test including the following: Number Sense; Measurement & Geometry; Statistics, Data Analysis & Probability; Math Reasoning; Algebra & Functions, and Algebra I.

Consumer Finance 4070

This course studies the system of consumer finance—the way in which consumers finance their consumption. The course focuses on four themes: household finances; the psychology and sociology of consumer finance; the business of consumer finance; and the regulation and political economy of consumer finance. The course is structured around the four basic functions of consumer financial transactions: payments and spending; borrowing; saving and investing; and insurance. Specific topics to be covered include conspicuous consumption, credit reporting, mortgages, credit and debit cards, checking and savings accounts, fringe banking products, the retirement savings, auto and health insurance, debt collection, and bankruptcy.

ELD/Math Intervention 4062

This course has been designed for beginning and intermediate level Limited English Proficient students who need additional support in English. The course integrates logic, algebra, geometry, probability and statistics. The primary focus is on learning the English necessary to talk about math and to learn mathematical academic language. Students will work on word problems: how to read them, how to understand the question being asked, how to choose the appropriate math operation and how to present answers in a way that provides the desired solution, while reinforcing written and spoken communication.

SCIENCE

Earth Science 3010

This class is designed for students interested in geology, meteorology, oceanography, erosion, and weathering.

Physical Science 3020

Units include distance, velocity, acceleration, force, Newton’s three laws of motion, energy, and power. Includes introduction to Periodic Table and elements. Students complete research using hypothesis, predictions, and deductive reasoning.

Biology P 3030

Units include the study of the life cycle of plants, animals, and humans. Explores cell characteristics and ecology. Virtual physiology software is used in lab experiments and Internet research.

Chemistry 3040

This course covers foundational concepts of chemistry. Course topics include: atomic theory, chemical reactions, gas laws, molecular composition, and solutions.

Computer Science 3050

Students study technology systems that regulate global environments including weather systems, space systems, information transfer, Y2K effect, and system malfunction.

SOCIAL STUDIES

Cultural World History P 2010

Students in World History will study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They take from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students

consider various accounts of events in order to understand international relations from different perspectives.

U.S. History P 2020

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

Historical Writing 1070

Advanced writing course focuses on historical events. Utilize resources in research including university libraries, Internet, and public libraries.

American Government P 2030

As the students prepare to go out into the world and participate in society, they will do so with an understanding of how their government operates and the importance of civic participation and involvement. Students will understand that with citizenship come responsibilities. Students will understand the voting process. The students will develop a greater understanding of the fundamental principles of American democracy, United States Government, and many of our nations most important documents. This includes, but is not limited to, such historical writings as The Constitution United States, The United States Bill of Rights, The Declaration of Independence and the Federalist Papers. Students will understand the functions of each branch of our federal government and analyze the relationships between the federal, state and local branches. Students will also compare various forms of governments and ideologies from many nations around the world.

Economics 2040

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the

current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

PHYSICAL EDUCATION

Physical Education 5010

Students engage in fitness activities, team sports, and instructional fitness methodology.

Health & Wellness 5030

Focuses on health care, nutrition, stress management, disease and the human body system.

Athletic Physical Education 5040

Students may be registered in this course only if participating on an athletic team.

VISUAL & PERFORMING ARTS/FOREIGN LANGUAGE

Lab fees may be required for some art courses: fees vary depending on cost of materials for projects.

Art I P 7010

Art I is an introductory course for students who wish to learn the basic fundamentals of art. Art I is intended to develop the necessary skills and knowledge to create and understand art. Art I introduces students to the 7 elements of art and the principles of design. Art I is also an introduction to art history and art criticism.

Art II 7011

Art II is a continuation of Art I. Students will learn more advanced art techniques.

Art History 7020

Students will study, discuss, and analyze the development of both Western and non-Western visual arts from prehistory to contemporary time.

Drama **7040**
Students will learn basic skills in acting, theatre production and play writing.

Theater Arts **1120**
A course designed to present types of drama, interpretation and acting techniques, as well as studies in reading, acting and the production of scenes. Costuming and make-up will be stressed. Class may be applied to either English or Art requirements.

Digital Art & Photography **7060**
Prerequisite: Image Likeness Usability
With the usage of disposable and digital cameras, students will be introduced to the art of multimedia photography and digital art through various page layout and design software programs. Student work samples will be displayed through various media such as websites, bulletin boards and classrooms. Students enrolling in this course must sign a waiver allowing their image and or likeness to be utilized in school related publications.

Desktop Pub/Yearbk – Voc Ed **8030**
Prerequisite: Intro to comp.
Foundation of computer graphics using Microsoft Publisher software and business applications. This is a hands-on class producing through sales, design, photography, and computer work a yearbook by the end of the school year. Minimum of 10 internship hours required. Class may be applied to either Vocational or Art requirements.

Spanish I **7110**
An introduction to the basic elements of Spanish with an emphasis on sentence structure for speaking and writing.

Dance **7070**
This class is designed to develop basic techniques, confidence in expression, and develop an appreciation for a wide variety of dance forms. Class meets physical education and performing arts requirements.

Video Production – Voc Ed **7080**
Students will be introduced to basic digital camera operations. The students will learn skills to edit, create special effects, and develop techniques using a digital camera and a computer.

ELECTIVES

Tutorial Lab **9010**
A lab designed to assist the student in all core areas: English, math, science, and social studies. The course will stress study skills and test taking strategies.

Basic Skills Remediation **9020**
This course is designed to provide review, remediate, expand, and complete instruction on Mathematics and Language Arts concepts on the basic skills exam. Units of instruction include the five major strands of mathematics tested on the basic skills

exam. Reading Comprehension, Vocabulary, and writing strategies will be emphasized as well as responding to literature.

CAREER TECHNICAL EDUCATION PATHWAYS

Note: Some Career Pathway programs may require coursework to be completed at Fresno City College. Course descriptions and syllabus information for these courses will be made available as students progress towards the applicable courses.

Energy and Environmental Technology **Program Description**

Students will complete a three-course sequence which will introduce them to the principles, practices, and careers related to Green Energy. These courses include: Computer Fundamentals, Fundamentals of Lighting, Water Resources, and Commercial and Residential Energy Analysis. The course sequence will serve as introductory courses for students that desire a career in the field of residential and commercial Green Energy.

Computer Fundamentals **8412**
Course Description: This course introduces the student to a basic introduction to the personal computer with an emphasis towards terminology, hardware, data, software, and keyboarding skills. Group learning will be encouraged through team assignments and projects.

Commercial and Residential Energy Analysis **8422**
Course Description: This course introduces the principles of analyzing energy use, energy auditing tools and techniques, conservation techniques, and calculating energy savings. Topics include building system control theory, calibrating digital controls, energy loss calculations, and applicable conservation techniques. Upon completion, students should be able to demonstrate an understanding of energy use, audits, and controls in the analysis of energy consumption.

Materials of Construction **8423**
Course Description: This course introduces students to Materials used in the construction of buildings. Students will explore the proper selection of materials for construction; their applications and limitations. Students will also discover construction systems and processes.

Hydroponics **3102**
Students will explore and practice producing food in a water environment to meet the needs of the local economy. Students will grow various fruits and vegetables using hydroponic technology. Students will address issues such as using less space for food production, water management, water quality, dissolved oxygen, pH, and ammonia.

Industrial Math **4101**
Industrial technology and trade-related math problems. The use of signed numbers, algebraic expressions, exponents, polynomials, factoring, algebraic fractions, graphing, radical

expressions, quadratic equations and particular emphasis on practical problems common to technical industrial trades.

Patient Care

Program Description

Upon successful completion of this program, the student will receive a certificate of completion from Agape College of Business & Science. The courses offered in the Administrative Medical Assisting Program are designed to prepare the student for employment in both the Community and Institutional settings. Upon completion of this program, the student will meet the training requirements of the BPPE and be eligible to apply for testing for Registered Administrative Medical Assistant with Allied Health Medical Certification Providers.

Medical Terminology **8330**

This course will cover the basic fundamental word elements used to build medical terms. Identify and give the meaning of selected prefixes that pertain to position or placement, numbers and amounts, and those that are descriptive and used in general. Identify and give the meaning of selected word elements that pertain to weights and measures. Identify and give the meaning of selected suffixes that pertain to pathologic conditions, those used in diagnostic and surgical procedures, and those that are used in general. Analyze, build, spell, and pronounce selected medical words. Interpret terms related to diagnosis and clinical procedures and identify and list the definitions of surgical terms. Identify major regions, organs, organ systems of the body systems and learn proper terminology and spelling of the body systems.

Medical Computerized Office **8332**

This module will provide instruction for students in software that assists in all aspects of the medical front office. This instruction includes proper scheduling, service charges, payment processing, billing, and how to create various reports. Understanding the basic fundamentals of computer data entry and how the computer makes daily tasks more accurate and efficient are also covered. Keyboarding, ten-key calculator, and transcription are practiced for increased accuracy and speed.

Anatomy and Physiology **8333**

This module will provide an overview of the basic principles of the human body, along with an introduction to clinical assisting. This module will also assist with the development of a medical vocabulary utilizing word construction and analysis. The students will be introduced to both OSHA and CLIA regulations. The students will also learn to obtain vital signs, prepare patients, obtain patient histories, and proper documentation of patient charts. Students will be able to identify and properly apply a 12-lead EKG unit to a patient and EKG strip mounting. This module will include an introduction to Radiology safety, contrast media, & patient education.

Pharmacology and Hematology **8334**

The module covers law and ethics of pharmacy, codes of ethics, and FDA and DEA regulations. Students will learn to decipher physician's orders, pharmaceutical calculations, medical terminology, and lecture specific prescription drugs. The focus of this module will include pharmacology, administration of both parenteral and nonparenteral medications, interpretation of medication orders and abbreviations, as well as patient preparation and assessment. Injection locations and techniques and a variety of other clinical procedures will be introduced in this mod. Students will be given an introduction to hematology, chemistry lab values, venipuncture, microhematocrits, differential cell counts, standard precautions, screenings and follow-ups, and proper documentation of records.

Introduction to Microbiology **3032**

This module will introduce students to bacterial cell structures, microscope usage, and various types of equipment used in the microbiology laboratory. In this module, students will also learn how to safely handle all specimens and identify the types of media used to collect specimens. Students will be introduced to the importance of and steps involved in quality control in the microbiology laboratory, as well as sterilization procedures utilizing the autoclave, instrument identification, and various surgical tray set-ups for minor surgical assisting.

Medical Records **8403**

This module emphasizes the principles and practices of effective medical records management for manual and automated record systems. Students will review basic bookkeeping concepts and learn how to make credit arrangements with patients. Students will also study the various elements that make up a medical record and source documents such as ledger cards, encounter forms, and receipts.

Communications for the Health Care Professional **8404**

In this module, students will review the various elements of effective written and oral communications including letters, reports, and memorandums, listening skills, nonverbal communication, and communication through computers. Students will be introduced to word processing as a tool for written communication and will complete hands on projects of real world medical office scenarios

Medical Billing **8405**

In this module, students will be introduced to the fundamentals of medical and dental insurance billing and coding. Additionally, students will learn basic dental anatomy, physiology, and terminology. Students will understand the process of billing using proper coding, forms, and procedures and how this insures the accurate reimbursement from benefit plans for the medical facility. Students will learn basic insurance terminology as well as elements of various types of insurance plans. Hands-on practice of completing claim forms, coding procedures, coding diagnoses, and the filing of claims is covered.

Administrative Office 8406

This module is designed to introduce the student to the administrative duties and procedures required in a medical office/hospital setting. Topics covered will include data entry, charting, prescriptions, and the paperless office.

Medical Office Procedure 8407

This module is designed to introduce the student to the administrative duties and procedures required in a medical office/hospital setting. Topics covered will include: appointment scheduling, telephone systems, screening calls, taking messages, physician referrals, and handling prescriptions. Medical law, ethics, and the new HIPAA/OSHA, CPR/AED & BBP regulations are discussed.

Externship-Practical Experience 8408

200 clock hours

This Module is designed to prepare future Administrative Medical Assistants with “real world” experience in the field. Eligible students will be assigned a position within one of the pharmacy settings in order to perform the duties of a Medical Assistant. The position is unpaid and used for class credit only. Successful completion of this Module is required to satisfy requirements for the completion of the program and eligibility to apply for Medical Allied Health Medical Certifications. Students may use the externship as practical experience on their resume.

Business Management

Program Description

Students will complete a 10-course sequence which will lead to a certificate in Business Administration. The program will introduce and reinforce to the principles, practices, and careers related to Business Administration. These courses include: Computer Fundamentals1, Word Processing, Office Procedures, Spreadsheets, Database Management 1, Word Processing & Presentations, Business Accounting, QuickBooks Basics, Application Certification, and an Internship.

Computer Fundamentals 8412

This course introduces the student to a basic introduction to the personal computer with an emphasis towards terminology, hardware, data, software, and keyboarding skills. Group learning will be encouraged through team assignments and projects.

Word Processing 1 8413

Provides a basic introduction into word processing using Microsoft Word. Emphasis will be on text entry, document editing and formatting, and creating simple business letters. Group projects as well as individual learning will be emphasized.

Office Procedures 8414

This course introduces students to the basics of modern office procedures and operations through the use of the latest office technology. Emphasis will be on understanding the duties of an office and what is expected of the employee, organizing various duties into a daily routine, preparing reports, telephone answering techniques, call transfers, and message taking, understanding shipping and mail services used in the workplace.

Spreadsheets 1 8415

Introduces students to the basics of spreadsheet applications through the use of Microsoft Excel. The student will learn to format and edit worksheets, apply patterns and borders to a worksheet, create and print out reports, discover Conditional Formatting, and use Auto format and pre-designed templates.

Database Management 8416

This course introduces the student to the basics of database operations through the application of Microsoft Access. Emphasis will be on understanding what a database is and when to use one, creating a database, create and modify a table, create a form, create and modify queries, and set field properties.

Word Processing & Presentations 8417

Students will learn and apply advanced word-processing tools and techniques to develop and enhance communication skills. Students will apply skills to create a multimedia presentations using presentation software. Students will also incorporate graphics, fonts, styles, layout techniques, and online resources in both electronic and print presentations.

Business Accounting 8418

This course provides a basic introduction into business accounting through the use of double-entry manual accounting. The student will learn the difference between Cash and Accrual accounting methods, debits and credits, understand the information on the Profit and Loss Statement and Balance Sheet, analyze transactions, understand reports, and understand GAAP (Generally Accepted Accounting Principles).

QuickBooks Basics 1 8419

Students will be introduced to business accounting through the use of QuickBooks accounting software. Emphasis will be on accounting basics applied to electronic data entry in QuickBooks. Students will create a small business using the “Easy-Step Interview”, understand and set up Accounts Receivable and Accounts Payable, create and edit an invoice, record and pay bills, and create Customer and Vendor Lists.

Application Certification 8420

This course provides an opportunity to reinforce the previous learning with instructor-monitored review of computer hardware, software, with an emphasis on the Microsoft Office suite including all levels of Word, Excel, Access, PowerPoint,

and Publisher. Students are required to test for Microsoft Office Certification at the end of this course.

Industry/Job Development/Search 8421

This course provides a basic introduction to job search skills that will assist the student in finding a job. Students will research their specific industry and begin the job search process. Skills will include understanding what the employer looks for during an interview, interview role-play and videotaping, using appropriate language during an interview, follow-up techniques, and job search etiquette. Job search assistance and counseling from the Placement Department will also take place during this time.

Marketing, Networking and Internet 8040

This course covers the foundations of designing, building, and maintaining a network with an emphasis on marketing technology. It provides students with an understanding of network basics and emerging local area network technologies. Students will apply their knowledge of networking and the internet to the use of Social Media, email, and other internet-based communication tools.

Agricultural Business

Program Description

Students will complete a three-course sequence which will introduce them to the principles, practices, and careers related to Agriculture Science. These courses include: Plant Science, Agricultural Business I, and Agriculture Technology. The course sequence will serve as introductory courses for students that desire and introduction to the Agriculture Science Field.

Plant Science 3101

This course is designed to provide the student with a working knowledge of fundamental structures and processes of plants. Principles to be applied cover plant structures, physiology, heredity, environmental relationships to growth, adaptation, and management of crops. Techniques of research, exploration of plant growth, and identification of economical crops will be included.

Agriculture Business 8410

The first purpose of this course is to provide you with an overview of agriculture, especially U.S. agriculture, from an economic perspective. This includes consideration of its size, how it fits in with the rest of the economy, how it interacts with the natural resource base, and how it is affected by economic and agricultural policy.

Agriculture Technology 8411

This course introduces students to the mechanics of small agricultural equipment and machinery.

Hydroponics 3102

Students will explore and practice producing food in a water environment to meet the needs of the local economy. Students will grow various fruits and vegetables using hydroponic technology. Students will address issues such as using less space for food production, water management, water quality, dissolved oxygen, pH, and ammonia.

Industrial Math 4101

Industrial technology and trade-related math problems. The use of signed numbers, algebraic expressions, exponents, polynomials, factoring, algebraic fractions, graphing, radical expressions, quadratic equations and particular emphasis on practical problems common to technical industrial trades.

PARENT NOTIFICATIONS

QUESTIONS	DEPARTMENT/OFFICE	PHONE
Whom can I contact if I have a concern regarding my child’s academics, after-school program, and/or extra-curricular program?	Woodson Principal Superintendent CEO	Bond 559-229-3529 / Multimedia 559-226-1073 559-486-1166 559-230-3073
Whom can I contact if I have concerns about a school employee?	Woodson Principal Superintendent CEO	Bond 559-229-3529 / Multimedia 559-226-1073 559-486-1166 559-230-3073
What school meals are available for my child?	Food Service Coordinator	559-237-4100
Whom can I contact for Homeless Services for my child and myself?	School Homeless Liaison	Bond 559-229-3529 / Multimedia 559-226-1073

Homeless Education Policy

Agape Inc. (District) and its schools, Carter G. Woodson Public Charter School, will ensure that each child enrolled in its schools shall have equal access to the same free, appropriate public education including open enrollment to attend kindergarten through twelfth grade, as provided to other children and youth in the district according to all necessary legal requirements. Homeless children and youth shall not be stigmatized by school personnel; and all records shall be held confidential and protected by school personnel including the home school liaison.

Homeless children shall have the right to attend a site based program until which time a parent decides to elect or enroll their child voluntarily into another alternative program offered by the schools. Homeless children and youth enrolled in the Agape Inc. (District) schools, Carter G. Woodson Public Charter School, will be ensured access to an education that includes opportunities to learn and master curricula that such children and youth need to meet the same challenging state performance standards to which all students are held.

Parents/ Guardians of Homeless children shall receive assistance in the form of transportation for their child to attend school from the school of origin on school calendar days. Parent/ Guardians may also receive and apply for SES services as long as the schools are qualified under program improvement 1-5.

Each school shall have a Homeless Liaison that will be the contact for parents/guardians needing information on the school services. English Language Learners and all other special populations shall have the same educational rights as all other parents and students as outlined within this Homeless Education Policy. Parent/ Guardians of homeless children will be encouraged and invited to be involved in parent planning and the revision of the homeless youth policies and programs by completing parent surveys and attending school site council, DELAC committee, or parent committee meetings.

Parent/ Guardians of homeless children will receive public notices of any policy changes by mail and/or posted in a public area at the school sites. Educational rights of homeless children and youth will be disseminated by public notice according to the provisions set with the Education for Homeless Children and Youth Act -ESEA Section 722. Parent will receive this policy in multiple languages. Parent have available a resource page for services and referrals.

Parent/ Guardians of homeless children shall have access to parent grievance policies by accessing or requesting the Uniform Compliant Policy located in every classroom and at the front desk of the school’s lobby.

Notice of Title IX Non-Discrimination in Education

Carter G. Woodson Public Charter School (Woodson), in compliance with federal and state laws, does not discriminate on the basis of sex, sexual orientation, or gender in educational programs, services, or activities. Woodson is committed to maintaining a safe educational and working environment free of discrimination, harassment, or retaliation on the basis of a protected category. Title IX states:

“No person in the United States shall, on the basis of sex, be excluded from Participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance” (20 U.S.C. § 1681).

Woodson has designated one administrator to oversee the implementation of Title IX and the administrative responsibility of reviewing such matters.

Woodson’s Title IX Coordinator is **Stina Montalvo**, Education Coordinator for Carter G Woodson. She is charged with monitoring Title IX compliance school wide, including sexual harassment, sexual assault, and gender discrimination involving Woodson students. Questions regarding Title IX, as well as concerns and complaints of non-compliance, may be directed to Stina Montalvo KMontalvo@agapeschools.org or (559) 486-1166.

The procedure for filing a formal complaint can be found in the Carter G. Woodson Public Charter School’s Parent/Student handbook under Uniform Complaint Procedures.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the [Name of school ("School")] receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the [School] to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, 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. 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.

[Optional] Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

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

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

See the list below of the disclosures that elementary and secondary schools may make without consent.

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be
- made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
 - To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
 - Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
-

Every Student Succeeds Act (ESSA)

Carter G. Woodson is a school-wide Title I school that follows federal requirements of the ESSA program.

Local Control Accountability Plan

Our school is funded by the Local Control Funding Formula (LCFF) which is guided by our board adopted LCAP Plan. The LCAP plan can be requested at any time from your school site administration. In addition, it is located on our school website at www.agapeschools.org.

School Accountability Report Card

Copies of the School Accountability Report Card (SARC) for Carter G. Woodson Public Charter School can be obtained via the Internet at: www.agapeschools.org, or by requesting a paper copy from the school office.

Volunteer Policy

Volunteers must be approved by central office before volunteering.

Volunteers:

- Must complete a volunteer application.
 - Are checked against Megan’s Law Database.
 - Must Read and Sign Parent Volunteer Orientation Form and Confidentiality Agreement.
 - Must meet with the assigned teacher to prepare the classroom activities and schedule days available to volunteer.
 - Must sign-in and out at the front office when volunteering.
 - Must check-out a volunteer badge from the front office.
-

California High School Exit Examination 2015-2016

Notice to Parents, Guardians, and Students

***The CAHSEE is currently suspended in accordance with (SB) 172 as of the Class of 2015.**

School Meal Services

Carter G. Woodson Charter School, 3333 N. Bond Ave., offers breakfast and lunch at no charge to all students regardless of income levels. This reduces burdens for both families and school administrators and helps ensure that all students receive nutritious meals. This practice further supports the schools’ efforts to eliminate all barriers to student learning and helps ensure students are not hungry at school while they are trying to learn.

This change is the result of the school implementing the Community Eligibility Provision, a new option available to schools under the National School Lunch Program and School Breakfast Program. The Community Eligibility Provision is for high-poverty

schools to expand access to free school meals while reducing paperwork and streamlining meal service operation. Meal Applications will no longer be required.

The goal of the Food Services Department is to provide nutritious, appetizing meals to help students do their best in school each day.

Food Services E.C. 49590

The State Department of Education shall ensure that the nutrition levels of the meals served to school-age children pursuant to the National School Lunch Act be the highest quality and greatest nutritional value possible.

Further information regarding school nutrition may be found in E.C. 49430-49436, and the Duffy-Moscone Family Nutrition Education and Services Act of 1970. E.C. 49510-49520

Overdue, Damaged or Lost Instructional Materials

E.C. 49804; B.P. 6161.2

The school recognizes that instructional materials are an expensive resource. Instructional materials provided for use by students remain the property of the school. When property of the school is lent to students, the school expects that it shall be returned in a timely manner, with no more than usual wear and tear. If the property has been willfully cut, defaced or otherwise damaged, or if the student refuses to return it at the request of a school employee, the school shall afford the student his/her due process rights and subsequently may withhold the student's grades, diploma and transcripts until the student or parent/guardian has paid all damages. As provided by law, the parent/guardian of a minor shall be liable for all damages caused by the minor's misconduct. If the parent/guardian or student is unable to pay for the damages or return the property, the school shall provide a program of voluntary work for the student to do instead. When the work is done, the student's grades, transcripts and diploma shall be released.

School Closure Procedures

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the Fresno County Office of Education, the SELPA, the retirement systems in which the School's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board of Directors will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board of Directors will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of Charter School students. All student records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with the Fresno County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Agape and, upon dissolution of the Agape non-profit public benefit corporation, shall be distributed in accordance with the Agape Articles of Incorporation. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Extended Day Programs

Carter G. Woodson has obtained an After School Program Grant to provide students with an organized academic enrichment program. The program is designed to enhance and influence the overall achievement of students by offering study skills strategies, tutorials, intervention courses, career pathways in connection with local colleges and social activities to keeps students in school and safe. Carter G. Woodson is currently participating in the Fresno Charter League to provide students with organized sports programs in the areas of football, basketball and volleyball. Extended day programs are open to all students at Carter G. Woodson including students attending site based and independent study models. Finally, Carter G. Woodson provides after school counseling to youth struggling with mental health disorders and/or drug and alcohol dependency. Students are receiving these services through an outside provider at no cost to the school. All extended day programs have performance goals toward helping students to be successful.

Disaster and Emergency Policy

In the event of a natural or man-made disaster during school hours, classroom teachers and/or appropriate school personnel (Crisis Response Team – CRT) will enact the procedures necessary to insure the safety of all students and school personnel. Each student is required to have an emergency card on file with the school registrar. It is the parent(s) responsibility if the student is under the age of 18, and the student’s responsibility if they are age 18 and over, to maintain the most accurate up-to-date information on the card. If at anytime a student is in route to school during a natural disaster, that student should continue on to campus. If a student is on his/her way home during a disaster, he/she should continue on home.

Earthquake Preparedness – CODE GREEN (Duck, Cover and Hold)

To be used in the event of:

- **Earthquake**
- **Fallen Aircraft**

- **Possible Explosion**
- **Tornado/Severe Storm**

- Teachers will:
 - Direct students away from windows, bookshelves and carts
 - Direct students to duck under desks, tables etc. and cover their heads and faces with their arms
 - Assume the same duck and cover position as the students
 - Await further instructions from Crisis Response Team or “All Clear” signal
 - After the “All Clear” signal, take roll and determine the condition of all students in the room
 - Report injuries or other immediate safety concerns to the Crisis Response Team
- Students will:
 - Move quickly away from windows, bookshelves or unsecured carts or equipment
 - If possible, duck under their desk or tables
 - Once positioned, kneel with head resting at knees, arms covering back of head
 - Remain in place until given the “All Clear” signal
- Crisis Response Team Members will:
 - Determine the level of response required for the incident
 - Establish an incident command center
 - Notify District officials (Planning/Intelligence)
 - Prepare materials for emergency response personnel (Logistics)
- Code is rescinded when:
 - Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
 - Teachers are given the “All Clear” signal either one long bell or verbal instructions
 -

Chemical Accident – Shelter in Place CODE BLUE

To be used in the event of:

- **Chemical spill (off Campus)**
- **Civil Disturbance**
- **Gunfire/Police action in vicinity**
- **Flood**
- **Blackout/power failure**

- Teachers will:
 - Report to their rooms if possible
 - Get everyone inside their rooms, including students and staff seeking shelter
 - Lock their classroom door, close windows and curtains
 - Take roll, and document the names of all students present
 - Await further instructions from Crisis Response Team or “All Clear” signal
- Students will:
 - Report to the nearest classroom, common room or office area
 - Identify themselves to the teacher or staff member in charge
 - Sit calmly and quietly
 - Await further instructions from teacher or staff member
- Crisis Response Team Members will:
 - Determine the level of response required for the incident

- Establish an incident command center
 - Notify District officials (Planning/Intelligence)
 - Prepare materials for emergency response personnel (Logistics)
- Code is rescinded when:
- Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
 - Teachers are given the “All Clear” signal either one long bell or verbal instructions.

Building Evacuation Procedures – CODE YELLOW

The Carter G. Woodson Public Charter School will conduct fire drills once a month to practice the emergency procedures as outlined. The campus fire drill log will be kept updated by the Principal.

To be used in the event of:

- **Fire – Chemical spill (on campus)**

- Teachers will:
 - Secure their roll books
 - Escort their students out of the building by the assigned (or safest) route to the room’s assigned fire drill location
 - Lock their classroom door after insuring that all students are out of the room
 - Take roll once all students have arrived at the assigned area
 - Await further instructions from Crisis Response Team
- Students will:
 - File out of classrooms in a quiet orderly manner as directed by teachers
 - If you encounter smoke as you are trying to exit, cover your mouth and nose with your hand and crawl
 - Assemble in the designated fire drill area for their classroom
 - Permit the teacher to take roll in a quiet and orderly manner
 - Await further instructions from their teacher
- Crisis Response Team Members will:
 - Determine the level of response required for the incident
 - Establish an incident command center
 - Notify District officials (Planning/Intelligence)
 - Convene Student Release team if needed (Operations)
 - Prepare materials for emergency response personnel (Logistics)
- Code is rescinded when:
 - Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
 - Teachers are given the “All Clear” signal either one long bell or verbal instructions

Lock Down Procedure – CODE RED

If there is a report of an intruder, stranger on campus or hostage crisis, the following actions shall be taken:

- Teachers will:
 - Immediately lock their classroom door
 - Instruct students to lie on the floor
 - Close all blinds and curtains
 - Turn off all lights
 - Instruct students to remain silent
 - Await further instruction from Crisis Response Team or Police
- Students will:
 - Immediately drop to the floor, away from doors or windows

- Remain silent
- Await further instructions from teacher

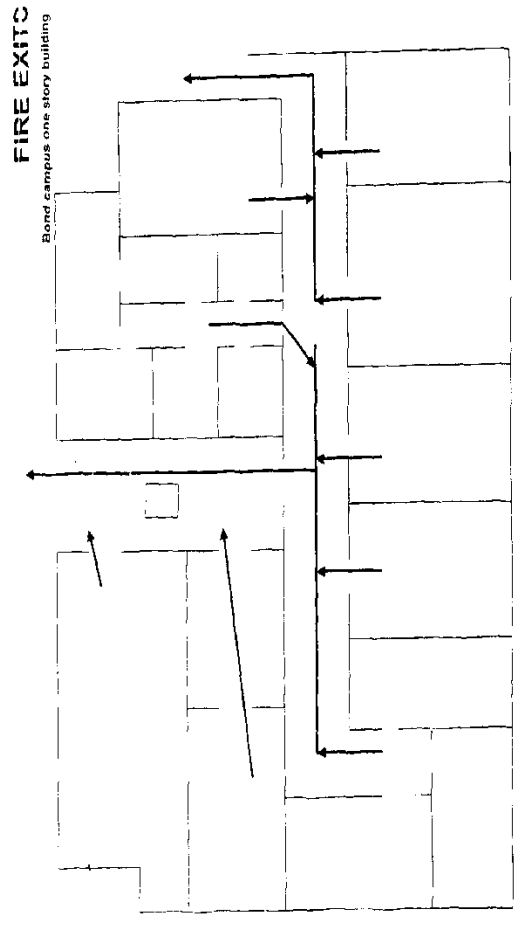
- Crisis Response Team Members will:
 - Establish communication with appropriate law enforcement agency
 - Establish an incident command center
 - Notify District Officials (Planning/Intelligence)
 - Prepare materials for emergency response personnel (Logistics)

- Code is rescinded when:
 - Conditions are deemed safe by the Incident Commander (Principal or ranking law enforcement official)
 - Teachers are given the “All Clear” signal either one long bell or verbal instructions

Posted Exits

The diagrams below display the building layout and exit doors. Signage is clearly visible above each entry/exit door into the facility.

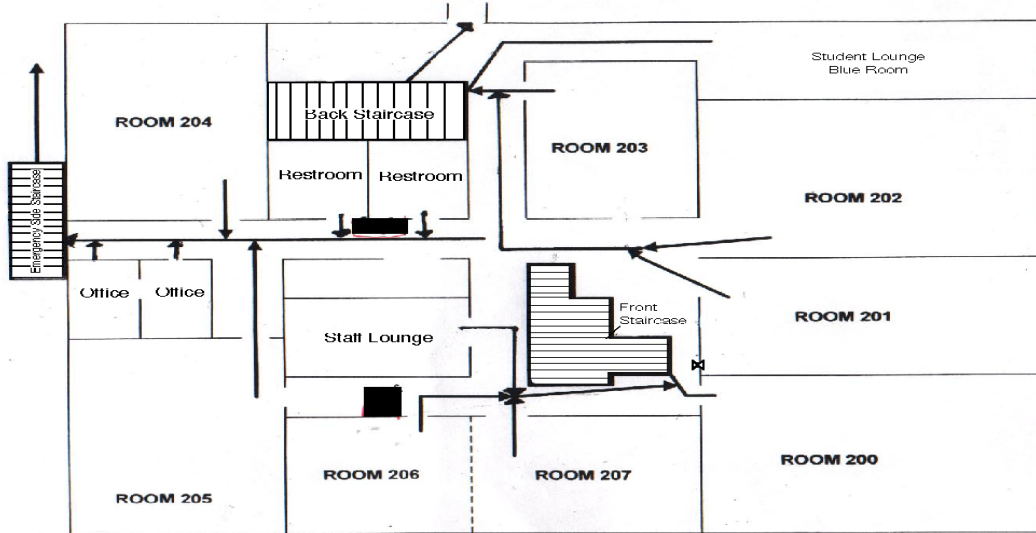
**Campus 1:
Carter G. Woodson Public Charter School – 3333 N. Bond Ave.,
Fresno CA 93726
Single Story Building**



**Campus 1:
Carter G. Woodson Public Charter School – 3333 N. Bond Ave.,
Fresno CA 93726
Two Story Building**

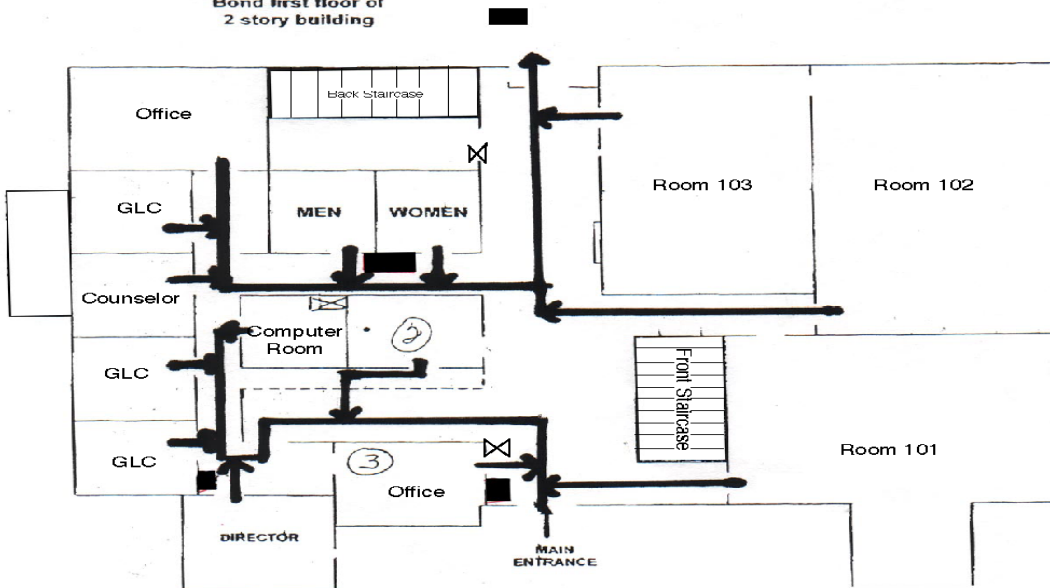
FIRE EXITS

Bond second floor of 2 story building

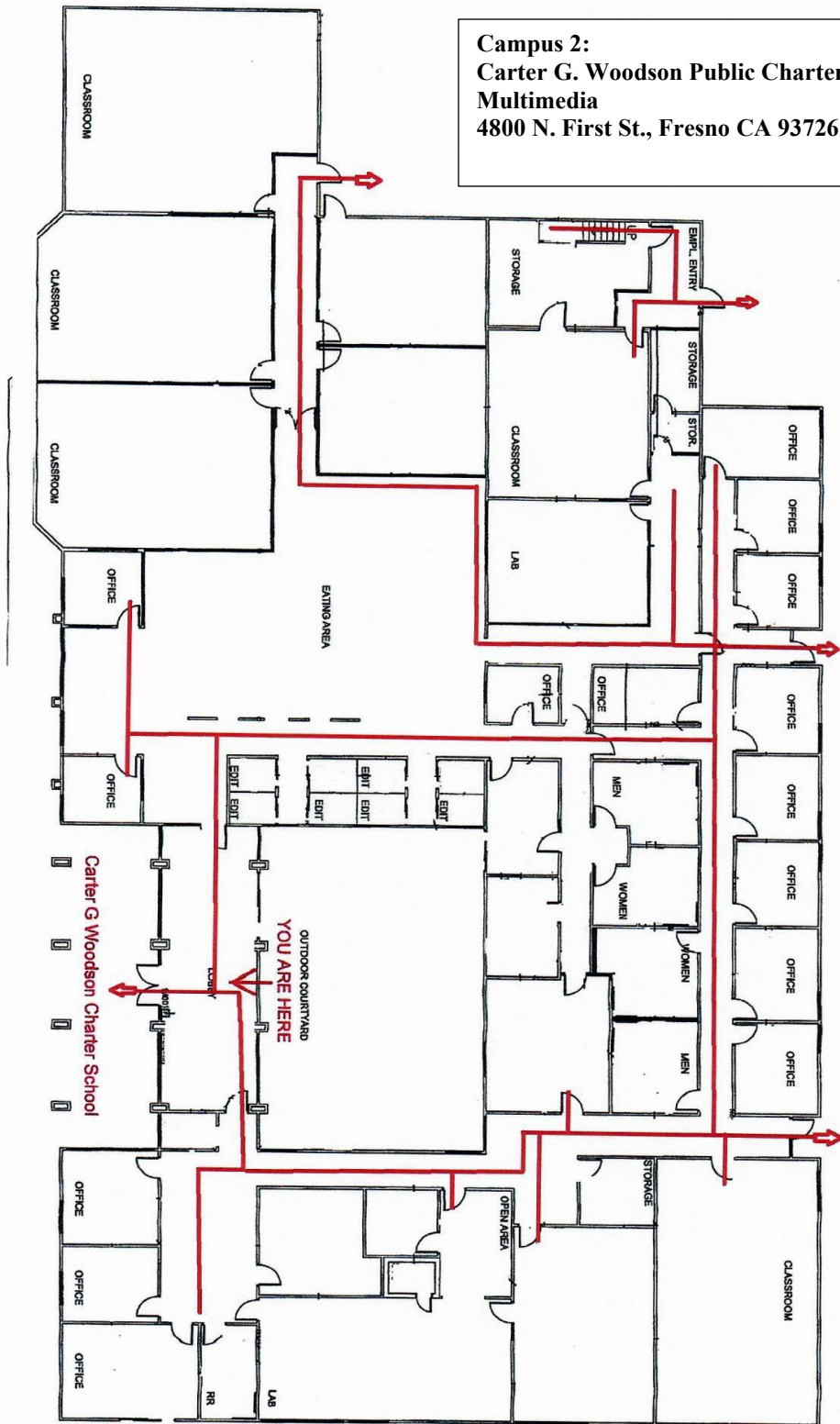


MAP

Bond first floor of 2 story building



**Campus 2:
Carter G. Woodson Public Charter School –
Multimedia
4800 N. First St., Fresno CA 93726**



List the **individuals** involved in the incident(s) complaint of:

List any **witnesses** to the incident(s):

What **steps**, if any, have you taken to resolve this issue before filing a complaint?

Signature of Parent/Guardian

Date

Please submit this complaint to:

Agape Schools, Central Office
1313 P St.
Fresno, Ca 93721
Ph: 559-486-1166 or Fax: 559-486-1199



Carter G. Woodson Public Charter
School
Home of the Jaguars

UNIFORM COMPLAINT FORM

Pleas complete all information. If you need help filling out the form, please call 559-486-1166.

Date Name of Complainant

Address City Zip Code Phone Number

Phone (Day) Phone (Evening) Phone (Cell)

Name of Parent if Not Complainant

- A. I am filing a complaint alleging unlawful discrimination based on ethnic group identification, religion, age, color, or physical/mental disability, sex, sexual orientation, race ancestry, national origin in any program or activity that receives or benefits from state financial assistance.
- B. I am filing a complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.

Name of Activity: _____ Amount of fee, deposit, or charge \$: _____
Name of person receiving fee: _____

- C. I am filling a complaint alleging failure to comply with a violation of federal or state laws in any of the following: After School Education and Safety, Career Technical and Technical Education and Career Technical and Technical Training, Career Technical Education, Child Nutrition, Consolidated Categorical Aid, Education of Pupils in Foster Care and Pupils who are Homeless, Every Student Succeeds Act/No Child Left Behind, Local Control Accountability Plans, Reasonable Accommodations to a Lactating Pupil, School Safety Plans, and Special Education.

Name of program: _____

Alleged Law/Regulation Violated: _____

Details of Complaint

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please describe the type of incident(s) you experienced that led to this complaint, in as much detail as possible, including all dates and times when the incident(s) occurred or when the allege acts first came to your attention and location(s) where the incident(s) occurred:

List the **individuals** involved in the incident(s) complaint of:

List any **witnesses** to the incident(s):

What **steps**, if any, have you taken to resolve this issue before filing a complaint?

Signature of Person Filing Complaint

Date

Please submit this complaint to:

Agape Schools, Central Office

1313 P St.

Fresno, Ca 93721

Ph: 559-486-1166 or Fax: 559-486-1199

Covid-19 Protocols

School Closure Due to Emergency or National Pandemic

The school has developed a School Closure Learning Continuity and Attendance Plan (SCLCAP). Our school has the proper steps to ensure a seamless transition for students engaging in distance learning during school closure. The SCLCAP addresses three components: content delivery, access to mobile devices, and access to the internet. Additionally, the plan guides the practices of teachers and staff to better support all students. For more information, the plan can be viewed on the school website: www.agapeschools.org.

HEALTH SCREENING SELF-CERTIFICATION PROTOCOL

STUDENT SCREENING:

Carter G. Woodson is committed to safety and the well-being of all individuals. Carter G. Woodson Parents will need to certify their child's health before their child reports to school.

Passive Screening: Parents should screen their child's health before they send their child to school. Observe the symptoms outlined by public health officials and ask yourself the following questions:

1. Is my child feverish?
2. Does my child have chills?
3. Does my child have a new or worsening cough?
4. Does my child have shortness of breath?
5. To my knowledge, has my child had close contact with anyone diagnosed with COVID-19 in the past 14 days? (Close contact is considered as being within six feet of someone, unmasked, for more than 15 minutes at one time.)

- If the parent answers "no" to all questions, they can allow their child to come to school.
- If the parent answers "yes" to any of the questions, they will need to stay home and consult with their doctor.

Active Screening: We will engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes:

- We will take all students temperature using a touchless thermometer.
- We will ask all students about COVID-19 symptoms within the last 24 hours.

1. Are you feverish?
2. Do you have chills?
3. Do you have a new or worsening cough?
4. Do you have shortness of breath?
5. To your knowledge, have you had close contact with anyone diagnosed with COVID-19 in the past 14 days? (Close contact is considered as being within six feet of someone, unmasked, for more than 15 minutes at one time.)

We will complete a visual health check for signs and symptoms of illness (e.g. excessive sweating, lethargy or fatigue)

- If student answers “no” to all questions and appears well, student will be allowed to proceed onto campus
- If the student answers “yes” to any question or upon visual check, the screener feels the student may be exhibiting signs and symptoms of illness, the student will go the isolation area and staff will contact the parent to pick up the student.
- If the student’s temperature is 100.4 or above or they have verbally confirmed symptoms, the student will go to the isolation area; staff will contact the parent to pick up the student.

VISITORS SCREENING:

Passive Screening: Any visitor coming will be educated on the need to certify their health before coming to Carter G. Woodson.

- Questions that visitors are expected to answer regarding their own health:
 1. Are you feverish?
 2. Do you have chills?
 3. Do you have a new or worsening cough?
 4. Do you have shortness of breath?
 5. To your knowledge, have you had close contact with anyone diagnosed with COVID-19 in the past 14 days? (Close contact is considered as being within six feet of someone, unmasked, for more than 15 minutes at one time.)
 6. Have you traveled outside of the country in the past 14 days?
- If the visitor answers “no” to all questions, they may enter the office/school setting.
- If the visitor answers “yes” to any of the questions, they need to stay home.

Active Screening: Carter G. Woodson personnel who greets the visitor at the main entrance shall ask the same health screening questions as stated above and they will take the visitor’s temperature prior to escorting the visitor to their destination.

FACE COVERING PROTOCOL

Purpose: The following shall be the protocol for wearing a face covering while in attendance at Carter G. Woodson as a measure to mitigate the spread of COVID-19.

Students/Parents/Visitor:

An appropriate face covering is one that covers the nose and mouth. It may be secured to the head with ties or straps or simply wrapped around the lower face. It may be made of a variety of materials, such as cotton, silk or linen. Acceptable cloth face covering options include, but are not limited to:

- Face covering provided by Carter G. Woodson
- Bandana
- Neck gaiter
- Homemade face covering
- Scarf
- Face shield (consider a shield with a cloth drape on the bottom)
- Tightly woven fabric, such as cotton T-shirt and some types of towels

A cloth face covering that no longer covers the nose or mouth; has stretched out or damaged ties or straps; cannot remain securely attached to a person's face; has holes or tears in the fabric; and/or obstructs a person's vision do not comply with this protocol. Facemasks must be replaced when damaged.

Carter G. Woodson Students:

Students shall wear face coverings in compliance with each school site and school District protocol.

Carter G. Woodson Visitors:

Visitors shall wear face coverings in compliance with each school site and school District protocol.

SOCIAL DISTANCING PROTOCOL

Purpose: To provide guidance to students and parents on best practices for social distancing.

The most important mitigation strategy in the fight against COVID-19 is social distancing. The document provides best practices for both the school and office setting. Following these strategies will help assure that office, classrooms, and common areas meet the CDC guidelines for social distancing.

DEFINITIONS:

Social Distancing: According to the CDC, social distancing, also called physical distancing, means keeping space between yourself and other people outside of your home by:

- Staying at least three feet (about one arm's length) from other people
- Not gathering in groups
- Staying out of crowded places and avoiding mass gatherings

Close Contact: This refers to a person who may have been exposed to someone who tested positive for COVID-19. A close contact should be asked to self-quarantine for 14 days at home. According to the Fresno County Department of Public Health, to be

considered a close contact, a person needs to be within six feet of a COVID-19 positive person, unmasked, for 15 minutes or more.

- Staying at least three feet (about one arm's length) from other people
- Not gathering in groups
- Staying out of crowded places and avoiding mass gatherings

BEST PRACTICES FOR SOCIAL DISTANCING

Gatherings, Field Trips and Visitors:

- We will pursue virtual group events, gatherings or meetings, if possible, and promote social distancing of at least six feet between people. If events are held, we will limit group size to the extent possible.
- We will limit any nonessential visitors, volunteers and activities involving external groups or organizations as much as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
- We will pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings and spirit nights, as much as possible.
- We will pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches and communities.

Staggered Scheduling:

- We will stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents and visitors as much as possible.

Mealtime Considerations:

- We will provide students with lunch and snacks in the classroom or outside in designated areas for each class so that students do not mix.

Student Arrival:

- Designated student drop-off areas will be set up around school; at these drop off areas, health questionnaire check-in stations will be set up. Students should wait in line six feet apart until they are called up to the check-in station.
- Students will be monitored as they move to their classes; if classroom staff is not ready to receive students, students should wait in an area that allows for appropriate social distancing; if social distancing is not feasible, students should wear masks at all times.

Student Departure

- Students should stay in classroom until the parent/guardian or bus is ready to receive them; once ready, students will be escorted to the front office or bus loading area by a classroom staff member.

Failure to comply with the policies outlined in this section may lead to disciplinary actions taken by the school in order to keep all individuals safe.