

REACH

REACH Leadership STEAM Academy
science • technology • engineering • art • math

Student/Parent Handbook



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STUDENT / PARENT HANDBOOK

Intelligence plus character – that is the goal of true education.

-Dr. Martin Luther King, Jr.

Dear Students and Parents,

The student/parent handbook contains information about our school's policies and programs that will prove helpful throughout the school year. REACH Leadership STEAM Academy is a California public charter school, authorized in February of 2012 by the Riverside Unified School District. As a charter, we are established for very defined purposes to:

- Improve pupil performance,
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving,
- Encourage the use of different and innovative teaching methods,
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site,
- Provide parents and students with expanded educational opportunities within the public school system without the constraints of traditional rules and structure,
- Provide schools a way to shift from a rule-based to a performance-based system of accountability, and
- Provide competition within the public school system to stimulate improvements in all public schools. (Ed Code 47601)

Explained below are policies and programs that are created with those defined purposes in mind.

Mission Statement

REACH Leadership STEAM Academy is a college preparatory elementary school dedicated to closing the achievement gap for underserved youth. Our dedicated and highly trained teaching staff is committed to preparing our students for success in college and equipping them to meet the demands of a global society.

Vision Statement

As a nurturing learning community, REACH cultivates and empowers global-literate students who have the knowledge, critical thinking skills, and attitudes to become influential contributors in an ever-changing global society. REACH believes in a student-centered approach to learning that encourages all students to become compassionate, innovative, and intelligent thinkers who are knowledgeable about themselves and the world around them. To prepare students for success in competitive four-year colleges and universities, REACH has created a focused learning environment that cultivates students' characters and academic skills.

Implementation of High-Quality Instruction

1. Standards-Based Instruction- REACH has clear and high expectations of all students that fully align with Common Core State Standards.
2. Planning and Ongoing Testing- A personalized environment and regular assessments are structured to close the achievement gap. Response to Intervention (RTI) is embedded throughout the core program. Extra support for underperforming students is provided throughout the school day with additional help provided during the ELD block and after school hours.
3. Differentiated Instruction- REACH teachers understand that no two learners are the same, and regardless of individual differences, students are expected to master the same concepts and skills. By differentiating instruction, teachers structure learning environments that address a variety of learning needs.
4. High-Quality Teachers- All REACH teachers are highly qualified and possess the appropriate credentials based on NCLB requirements for highly qualified teachers. Regular planning and professional development time allow teachers to continue to improve instructional practices.

Core Values

Our school has been constructed by carefully examining some of the best schools in the nation. We have incorporated into our educational plan elements that we know will work for students in our community. To create a school culture that fosters growth, creativity, excellence, and academic success, we have modeled our Five Core Values after KIPP Schools:

Leadership~

- ★ The ability to inspire or influence others towards the leader's goals;
- ★ Teachers expect and empower students to step into leadership roles throughout campus, on the playground, during assemblies, within the classroom, out in the community.

Excellence~

- ★ The quality of being outstanding or extremely good;
- ★ From well-written classroom assignments to sportsmanship on the playground, we expect students always to perform at their best;
- ★ By paying attention to detail and striving to do better, students are equipped to succeed, not only in elementary school, but in HS, college, & beyond.

Responsibility~

- ★ The ability to be trusted to do what is right or to do the things that are expected or required;
- ★ Students are taught to take initiative and to get the support necessary to be successful in school and within the community;
- ★ We expect our students to be (1) responsible citizens, (2) engaged and informed members of society and the world, (3) opportunity seekers looking to create positive change.

Resilience~

- ★ The process of recovering from life's setbacks;
- ★ A curriculum that supports resilience respects the way humans learn;
- ★ Students are taught the value of bouncing back from disappointment and adversity –the art of resistance will help them persist through life's challenges.

Service~

- ★ The act of helping others;
- ★ Service learning teaches civic responsibility, strengthens communities and enhances learning;
- ★ Service learning allows students to apply what they are learning to the real world.

Gratitude~

- ★ The quality of being thankful;
- ★ Students are taught the readiness to show appreciation and to return kindness. The focus is outward.
- ★ Research shows that people who focus on their blessings tend to be happier and less depressed. A gratitude focus helps students to focus on how fortunate they are in the context of a global stage.

Programs

Technology Integration

By integrating technology throughout the curriculum, REACH ensures that students learn computer skills while pursuing academic goals. Teachers use technology to engage students in many facets of learning. Students are expected to comply with the acceptable use agreement every time they access technology on campus.

Project-based Learning (PBL)

PBL is a dynamic approach to teaching in which students explore real-world problems and challenges. Learning is organized around projects. Students are involved in design, problem-solving, decision-making, and investigative activities. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they are studying.

STEM

Over 80% of the jobs created in the next decade will require a strong Math and Science background (National Science Foundation, 2011). REACH provides a well-balanced education that includes STEM elements. STEM engages students with project-based learning, encourages them to solve authentic problems, asks them to work collaboratively with others to build real solutions, teaches higher-order thinking skills, and builds life-long learners. Research supports the idea that students in STEM programs significantly outperform others in Math and Science on standardized state tests.

STEM to STEAM

What's in a name? From STEM to STEAM.

STEAM is STEM + the Arts. STEAM is a framework for teaching across disciplines. Science and Technology are taught through the framework of Engineering and the Arts using Mathematics as the foundation by which all elements are taught. STEAM is an Educational framework that ties the various disciplines together and brings reality into the classroom. All students are able to access the curriculum and participate in project-based activities regardless of achievement levels. STEAM builds technical and human-related skills and is the natural way of integrating intellectual processes.

The objectives of STEAM are threefold:

1. To transform research policy to place art and design at the center of STEM;
2. To encourage integration of art and design in K-12 education;
3. To influence integration of art & design in K-12 education.

SCHOOL POLICIES AND PROCEDURES



Bell Schedule

Students are asked not to arrive on the campus any earlier than 7:15 a.m. as there will be no supervision provided at that time. All students are expected to arrive on-time, equipped and prepared to learn. Excessive tardies and absences may lead to a student being dismissed from our program.

School Schedule:

Transitional Kindergarten and Kindergarten-

7:45 a.m. -2:45 p.m. Mon, Tue, Thurs, Fri

7:45 a.m. -1:00 p.m. Wed (Early Release)

First thru Third Grade

7:45 a.m. -3:00 p.m. Mon, Tue, Thurs, Fri

7:45 a.m. -1:00 p.m. Wed (Early Release)

Fourth thru Sixth Grade-

7:45 a.m. -3:15 p.m. Mon, Tue, Thurs, Fri

7:45 a.m. -1:00 p.m. Wed (Early Release)

Most Wednesdays are modified days (see school calendar for deviations). All grades are dismissed at 1 o'clock p.m.

Excessive Tardiness

Students are expected to be prompt and responsible in attendance of meetings, classes, and other areas of responsibility. Excessive tardiness may result in a discipline referral, meeting with the School Attendance Review Team (SART) and/or dismissal from the program.

A student is tardy when he or she is not in line or in class by 7:45 a.m. Any student who arrives late to school must check into the office to get a pass to enter class. Students who arrive to class late create disruption, regardless of the reason, and will be marked tardy. After 15 minutes, parents must escort their child into the office to sign them in. California State law excuses tardies for illness and medical appointments; unfortunately, we are unable to excuse tardies for traffic, rain, car difficulties or any other circumstances not listed under excused. A tardy is recorded as truancy if a student is more than 30 minutes late to class.

Late Student Pick-Up

REACH closes promptly at 4:00 pm each evening. All children and parents must exit the building by this time. The school's clock will serve as the "official clock" for determining time. Please synchronize your watch with this clock. The after school program is no longer an option for students left in our care after hours as the program is at capacity. Therefore, for every child left in our care after 4 p.m. M,T,TH,F and 2 p.m. on Wednesdays, the

Riverside Police Department or Child Welfare Service (CWS) will be contacted to reunite students with parents.

Leaving School during the School Day

Any parent desiring to pick-up early (prior to dismissal), must go to the office to have his/her child released. **PLEASE DO NOT ATTEMPT TO PICK-UP DIRECTLY FROM YOUR CHILD'S CLASSROOM.** Anyone picking-up a student must be on the emergency card and be able to provide photo identification.

Please Note: Early dismissal will impact your child's attendance rate, including monthly Perfect Attendance, with the exception of excused early dismissal. An example of an excused early dismissal would include: bereavement, an illness that presents itself at school, or doctor/dental appointments with a note.

Release of Child

Only those people designated on the **Pupil Release Form** are allowed to pick-up your child(ren). Make sure this list is current at all times. If you are sending a person to pick-up your child that is not on the Pupil Release Form, please send a written note or telephone the school office informing them that you give your permission. Having a neighbor, relative, etc., come to pick up your child without having their name on the Pupil Release Form or other permission from the parent, puts both the school and the person picking up the child in a very awkward and potentially liable position. We will not release a child to a person without the parents'/guardians' expressed consent.

Given the current status of many marriages, divorces, custody battles, etc., the list of individuals who are eligible to pick your child up from school is vitally important. If you have a restraining order against a former spouse or another person, be sure to present a copy to the school office. Without a restraining order, any parent or legal guardian of the child may pick-up him/her up at any time. The **Pupil Release Form** should be updated whenever there is a change in: persons, addresses, phone numbers, jobs, babysitters, etc.

Academic Information

- **Assessments** are not required as a condition of enrollment, however all students may be asked to take a Math & Language Arts assessment prior to the first day of program. While enrolled in the program, students participate in baseline and progress monitoring assessments to enable teachers to individualize education accordingly.
- **Parent/Student/Teacher Conferences** are held in December of each year. These conferences are to set learning goals for each student. Parents are welcome to request conferences any time during the school year. Academic progress can be tracked online. Should you have any concerns, do not hesitate to contact your child's teacher.
- **Report cards** are issued three times a year, at the end of each trimester. Student academic progress can be tracked online. Should your child receive an unsatisfactory progress report, you should immediately contact the teacher to establish specific objectives to help improve your child's academic achievement in the classroom.

- **State Testing** In the spring of each year, children 3rd through 6th grade will be administered the Smarter Balanced Assessment in Language Arts and Mathematics. California Education Code allows parents to excuse their child from standardized testing. Parents can opt out of assessments by written letter. This section of the Ed Code is as follows: CA Ed Code: 60615. Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted.

Attendance Alternatives

Students have no right to admission in a particular school of any local school district as a consequence of enrollment at REACH, except to the extent that such a right is extended by the local education agency. Currently, there are no rights extended to students and their families.

Birthdays

Only store-bought items will be allowed from home. Teachers will work directly with parents to accommodate a specific birthday request so as not to interrupt the integrity of the school day.

Charter Petition

The complete charter petition for the REACH is available at the school's office. This has the complete information about our school and its programs.

Child Abuse

The parent or guardian has the right to file a complaint against a school district employee or other person that they suspect has engaged in abuse of a child at a school site. To ensure that proper investigation takes place, a verbal or written complaint must be filed with the local child protective agency or the school.

Public school employees are mandated reporters. California Penal Code Section 11166 requires child care custodians who have knowledge of, or observes, or who reasonably suspects that a child has been the victim of abuse or neglect to report the known or suspected instance of child abuse to child protective services.

Complaint Process

Parents and guardians are an integral part of our program. We view education as a partnership between the school, home, and community. Open communication between all parties is crucial to our success.

REACH welcomes your comments and concerns, and it is our intent to resolve issues as soon as possible. Concerns regarding your child should first be discussed with the classroom teacher. If you believe that the issue is still unresolved after meeting with the teacher, you will need to make an appointment with an administrator to address your concern. At this point your concern should be put in writing. (See office staff).

All complaints regarding REACH Leadership STEAM Academy's operations should be referred to administration for resolution. If you believe your concern has still not been addressed to your satisfaction, you may appeal to the REACH School Board. Complaints must be submitted in writing to the director the **Wednesday** before the School Board meeting so that it can be put on the agenda (See School Calendar for School Board meeting dates and times).

Dress Code

REACH Leadership Academy is proud of its dress code policy, which provides students and families with clear expectations on what every student dress code should look like as outlined below. We believe that a clean-cut and professional image reduces distractions and promotes learning. Therefore, school uniforms are expected to fit the student appropriately, be cleaned regularly, and cannot deviate from the style and color choices. Students are expected to present themselves in a neat, clean, and professional manner at all times.

We understand that many of our bodies are changing as children grow older. Although shirts are not required to be tucked in and belts are optional, we recommend that students choose to do so whenever feasible.

We believe that school uniforms promote a sense of pride in our school and solidarity between students. And while the school may designate non-uniform days (Free Dress Days), such decisions will be made by the school administrator(s). **Uniforms can be purchased through Carrusel Uniforms.**

A. Pants

- Chino style or Khakis
- Solid-colored khaki or navy blue
- No more than one size larger than the waist, worn at the waist. No low-rise, bagging, sagging, or dragging pants
- No cuffs in the pant legs
- No jeans, cargo/carpenter pants, leggings, or jeggings
- No sweatpants except on House Spirit Days or unless stated as part of a spirit day theme
- Blue jeans (without holes) may be worn on Wednesdays when wearing a college shirt and on designated Free Dress Days (see Free Dress Days excerpt)
- No pajama bottoms unless stated as part of a spirit day theme

B. Walking Shorts/Skorts/Skirts/Jumpers

- Solid-colored khaki or navy blue
- No more than one size larger than the waist, worn at the waist
- ***Must be no shorter than two inches above the knee***
- No cut-off shorts
- A uniform shirt must always be worn under a jumper. Peter Pan collars are preferred.
- No boxers, running shorts, or denim of any kind

- Denim/blue jeans may be worn on Free Dress Days (see Free Dress Days excerpt) or College/University Day Wednesdays ONLY

C. Shirt Styles

- White oxford cotton, button down shirts in either long or short sleeve (**No polo shirts**)
- Shirt must fit appropriately and not be more than one size larger than the student's body size
- No logos, designs, or pictures on button down shirts unless it's the school logo
- No bare waists, midriffs, bare backs, "spaghetti straps," and/or low necklines permitted
- Undershirts, if worn, **must** be solid white (no colored undershirts)
- A uniform shirt must be worn under a jumper
- School T-Shirts or 100 Mile T-Shirts may be worn on Fridays
- University & College T-shirts may be worn on Wednesdays

D. Sweaters and Jackets

1. All jackets and sweaters worn inside or outside of the classroom must be solid navy, black, or white, without logos.
2. No pullover sweaters and/or sweatshirts of any kind (no hoodies)

E. Shoes

- **Athletic shoes only M-F** (tennis shoes or other shoes with traction on the bottom, lace-up or velcro straps, suitable for running and playing during PE and recess)
- It is essential that shoes be properly tied when worn to minimize injuries to ankles and feet during the daily rigors of recess and physical education.
- At no time are students permitted to wear: sandals, flip flops, open-toe shoes, skate-shoes, heelies, high heels, wedges, platform shoes, or over-sized shoes, as these pose a safety concern during recess and physical education.
- No dress shoes including ballet flats, oxfords, and mary janes except on Spring Picture Day or unless otherwise specified by the school
- No Uggs or boots of any kind except on rainy days or unless otherwise specified by the school
- No Crocs or sandals except **ONLY** on water play days
- For Kindergarteners or First graders who cannot tie their own shoes, we strongly encourage parents to obtain shoes that have Velcro straps or other means of securing the shoes to their feet.

F. Accessories & Grooming

- Belts, if worn, must be solid black or navy.
- Colors for hair accessories should be limited to school colors.
- Uniforms should be well-kept and wrinkle free
- No hats or beanies in classrooms
 - a. Hats and beanies must be solid black, navy blue, or white with no logos
- Make-up may be LIGHTLY worn in grades 5-6

G. Socks

- Students must wear solid navy, black, or white socks except on House Spirit Days when house-colored socks may be worn.
- Students must wear black, navy, or white socks with pants
- No fishnet stockings

H. Theme Dress Days

- **College/University Day Wednesdays:** Students may wear a college/university shirt or long sleeved shirt or sweatshirt with blue jeans (without holes), uniform pants, uniform skirts, or uniform shorts on Wednesdays only
- **Spirit Day Fridays:** Students may wear their house shirts with uniform bottoms or any dress code-appropriate clothing in solid house colors may be worn
- **Themed Free Dress Days:** Students who choose not to participate in any themed free dress days must adhere to the uniform guidelines and wear a school uniform
- No leggings or jeggings, unless worn under a skirt
- No pajama bottoms unless stated as part of a spirit day theme
- No sweatpants except on House Spirit Day on Fridays

I. Free Dress Days

1. Dress code guidelines apply even on free dress days or with free dress passes
2. Students are to be dressed in clothing and athletic shoes which allows them to participate in games and activities. Shoes must always be athletic shoes unless otherwise stated by the school
3. When using free dress passes, students should always be clean and neat—students and should think of it as a casual work day. Clothing must be wrinkle free, neat, clean and free of holes
4. **No free dress passes can be used on awards assembly days**
5. Parents are asked to help us by discouraging “message” T-shirts of questionable taste and clothing that are inappropriately revealing, such as, “spaghetti strap” blouses, shorts that are not too short, leggings (unless worn under a skirt), etc;
6. No bare waists, midriffs, bare backs, “spaghetti straps,” fishnet stockings and low necklines.
7. ***Shorts, skirts, and dresses must be no shorter than two inches above the knee***

8. Ripped jeans, pants, cut-off shorts, leggings, jeggings, and/or sweatpants are **not permitted**. Leggings and jeggings can only be worn under a skirt, shorts, or dress.
9. No sagging clothing that shows undergarments
10. Crocs, flip flops, sandals, slides or open toe shoes of any kind are **not permitted** (crocs and sandals can be worn on water play days only)
11. Parents will be called to supply more appropriate clothing of students who arrive to school out of uniform compliance
12. No leggings or jeggings, unless worn under a skirt
13. No pajamas (unless stated as part of a spirit day theme)

Dress Code Enforcement

At any time in which students arrive on campus out of compliance with the school's uniform policy, parents may be required to bring the appropriate clothing and appropriate consequences will follow.

Consequences

All students at REACH are expected to comply with the Dress Code. Noncompliance may result in, but not be limited to, the following:

1st Offense: Student will receive a verbal reminder. Additionally written notification and a copy of our Dress Code policy will be sent home to parents/guardians.

2nd Offense: Parents/Guardians will be contacted to discuss the Dress Code and problem-solve strategies to aid the family in complying.

Parents/guardians will be required to bring an appropriate change of clothes while the student remains in the office.

Student will meet with a peer review group to develop strategies to help the student comply with the policy.

3rd Offense: At the discretion of the administration

Electronic Devices

Electronic devices have become a common means of communication and information access in today's society. However, these devices have the potential of disrupting the orderly operation of the school. The school has therefore created this policy to govern the possession and use of electronic devices on school premises, during school hours, at school-sponsored activities, and on school transportation.

Definition

For purposes of this policy “Electronic Device” means a privately owned wireless and/or portable electronic handheld equipment that include, but are not limited to, existing and emerging mobile communication systems and smart technologies (cell phones, smartphones, walkie-talkies, pagers, add Apple watches etc.), portable internet devices (mobile managers, BlackBerry TM handset, etc.), Personal Digital Assistants (PDAs) (Palm organizers, pocket PCs, etc.), handheld entertainment systems (video games, CD players, compact DVD players, MP3 players, iPods ©, Walkman TM devices, etc.), and any other convergent communication technologies that do any number of the previously mentioned functions. Electronic Device also include any current or emerging wireless handheld technologies or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc.

Possession and Use

Students may possess and use electronic devices at school subject to the following:

1. Students may possess electronic devices at school and school-sponsored activities as long as the device is powered down and checked in to the teacher at the beginning of the day and checked out at the end of the day.
2. Use of electronic devices during the school day, including recess and lunchtime, is prohibited. Devices must be completely powered down, turned off and checked in to teacher before instruction begins.
3. Students may use cellular phones for the purpose of communicating with parents before entering school grounds and after leaving school grounds.
4. Use of electronic devices on school-contracted buses is at the discretion of the REACH teachers and staff. Distracting behavior that creates an unsafe environment will not be tolerated.
5. Use of electronic communication devices is not allowed on any other portion of the school campus at any time, including school-sponsored activities.

Prohibitions

Electronic devices shall not be used in a way that threatens, humiliates, harasses, or intimidates school-related individuals, including students, employees, and visitors, or violates local, state, or federal law. Electronic devices may not be used during California State Assessments unless specifically allowed by law, student IEP, or assessment directions.

Confiscation

If a student violates this policy, his/her electronic device must be confiscated. When an employee confiscates an electronic device under this policy, he/she shall take reasonable measures to fill out a confiscation form, attach it to the device, and turn the device over to a school administrator as soon as the employee’s duties permit. The electronic device will be released/returned to the student’s parent or guardian after the student has complied with any other disciplinary consequence that is imposed.

Security of Devices

Students shall be personally and solely responsible for the security of electronic devices brought to school. The school shall not assume any responsibility for theft, loss, damage, or unauthorized calls made with an electronic device. If devices are loaned or borrowed and misused by non-owners, device owners are jointly responsible for the misuse or policy violation(s).

Prohibitions on Audio Recording

Camera or audio recording functions of electronic devices may pose threats to the personal privacy of individuals, used to exploit personal information, and or compromise the integrity of educational programs. Accordingly, the use of the audio recording or camera functions of electronic devices is strictly prohibited on school premises at all times.

Potential Disciplinary Action

At the discretion of administration, violation of this policy may result in discipline up to and including suspension or expulsion.

Students who violate this policy may be prohibited from possession of an electronic device at school or school-related events.

Consequences may include:

- ✓ Confiscation of device for increasing periods of time for subsequent violations
- ✓ In-school suspension
- ✓ Out of school suspension

Exceptions

With prior approval of the director, the above prohibitions may be relaxed under the following circumstances:

- ✓ The use is specifically required to implement a student's current and valid IEP;
- ✓ The use is at the direction of a teacher for educational purposes;
- ✓ The use is determined by the principal to be necessary for other special circumstances, health-related reasons, or emergency.

All technology use is contingent upon a signed Acceptable Use Policy & Agreement.

Technology Use

REACH Leadership STEAM Academy is pleased to offer students access to school computers, communication systems (email, websites, blogging, and other emerging technologies), the Internet and an array of technology resources to promote a technology rich educational experience for all. While using school and personal technology resources on school property, on buses (to and from field trips), and at school-sponsored activities, a student must act in an appropriate manner consistent with school and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about his/her responsibility and to establish expectations when using handheld devices.

Field Trips

Field trips are a supplement or a follow-up to classroom instruction. All students are required to have a signed parent permission slip before being allowed to go on a field trip. Parents may go on field trips only as assigned supervisors, however, children that are not students of REACH are not allowed to go on field trips because of insurance requirements; thus, siblings are not permitted on field trips. All students on a school-sponsored field trip must ride the bus to and from the destination due to liability issues. If field trip policies and procedures are not adhered to, student(s) will lose the privilege of attending field trips in the future.

Illnesses

Although some illnesses do not require exclusion, sometimes illness requires a child to be excluded from care to prevent the spread of infection to other children and staff and to allow the child time to rest, recover and be treated for the illness. This section outlines illnesses and situations that require exclusion and those that do not.

Temporary Exclusion is recommended when:

The illness prevents the child from participating comfortably in activities as determined by staff.

- The ill child requires more care than the staff can give, which may result in compromising care for other children. The child has any of the following conditions, unless a health professional determines the child's condition does not require exclusion:
- The child appears to be severely ill. (A child with heavy cold symptoms such as deep or uncontrollable coughing or significant lack of energy belongs at home -even without a fever).
- Fever AND behavior change or one or more of the following symptoms:
 - **Auxiliary temperature of 100° Fahrenheit or higher:** If under 4 months of age, refer to section on Life Threatening Signs. Digital thermometers are recommended due to concerns about mercury exposure if glass thermometers break. (Temperature strips are frequently inaccurate and will not be used). Oral temperatures may be taken for preschool through school age children if single use covers are used over the thermometer.
 - **Diarrhea:** defined by more watery stools - decreased form of stool that is not associated with changes in diet, and increased frequency of passing stool that is not contained in diaper or use of toilet. Children may return once the reason for change in bowel has been resolved and if the change is not due to Salmonella, Shigellosis or E. coli infections.
 - **Blood in stool:** not explained by dietary changes, medication or hard stools.
 - **Vomiting:** There are many reasons children vomit from eating something that does Not agree with them to any number of illnesses. Exclude if child has vomited two or more times in the previous 24 hours unless the vomiting is determined to be due to a noninfectious condition and the child is not in danger of dehydration.

- **Abdominal pain (persistent)**: that pain continues for more than 2 hours or intermittent pain associated with fever or other signs or symptoms. Conjunctivitis (Pink Eye): A child should be excluded for bacterial conjunctivitis (red eyes, green or yellow discharge) They may return after treatment has started and are able to participate in activities. Other forms do not need to be excluded. (such as caused by allergies)
- **Hepatitis A**: Exclude until 1 week after onset of viral illness or until after immune serum globulin has been given to children and staff in the program, as directed by the local health department.
- **Impetigo**: Exclude until 24 hours after treatment has begun.
- **Measles**: Exclude until 5th day after rash disappears or local health department states patient is noninfectious.
- **Mouth sores**: Exclude if mouth sores is coupled with drooling.
- **Mumps**: Exclude until 9 days after onset of parotid gland swelling.
- **Pediculosis (Head Lice)**: Children should be excluded at the end of the day and until there are no nits present. An additional treatment is needed 7 to 10 days later to kill the eggs that have hatched. Using a nit comb is the most effective way to remove lice.
- **Pertussis**: (Whooping Cough) Children should be excluded until five days of appropriate antibiotic has been completed or until local health department states patient is noninfectious. Pinworms: Children should be excluded for 24 hours after treatment has begun.
- **Rash**: with fever and/or behavior change.
- **Scabies**: Children should be excluded until 24 hours after treatment is begun.
- **Streptococcal pharyngitis (Strep Throat)**, excluded until 24 hours after treatment has been begun.
- **Tuberculosis**: Tuberculosis (TB) Exclude until the child's physician or local health department authority states the child is noninfectious.
- **Varicella-zoster (Chicken pox)**: Exclude until all the lesions have dried and formed scabs, usually within six days of onset of rash.
- Any child determined by the local health department to be contributing to the transmission of illness during an outbreak.
- **Enterobius vermicularis (Pinworms)**, students may return to school as long as they are on treatment from their doctor.

Following an illness or injury, children will be readmitted to the program when they no longer have the above symptoms, have begun appropriate treatment and/or no longer have significant discomfort and feel well enough to participate.

Parent/guardian will be notified in writing, either by letter or posting notice in a visible location, when their child/children have been exposed to a communicable disease. Children with the above signs and symptoms will be separated from the group and cared for in the health office. Parent/guardian or emergency contact will be notified by the health clerk to pick up child. ***Parents/guardians are expected to pick-up child from school within one hour of being contacted.***

CONDITIONS THAT DO NOT REQUIRE EXCLUSION

When a child becomes ill but does not require immediate medical help, a determination must be made whether the child requires exclusion. Most illnesses do not require exclusion.

- Common Colds, Runny noses (regardless of color or consistency of nasal discharge), and coughs.
- Watery eye discharge without fever, eye pain, or eyelid redness.
- Yellow or white eye drainage that is not associated with pink or red conjunctiva (i.e., the whites of the eyes).
- Rash without fever and behavioral changes.
- Ringworm (may delay treatment until the end of the day).
- Thrush (i.e., white spots or patches in the mouth).
- Fifth Disease (slapped cheek disease, parvovirus B19) in a child without immune problems.
- Cytomegalovirus infection.
- Chronic Hepatitis B virus infection.
- Human immunodeficiency virus (HIV) infection, with consideration of risk to the HIV infected child or others decided on a case-by-case basis by health professionals.
- Children with chronic infectious conditions that can be accommodated at school according to the legal requirements of federal law in the American with Disabilities Act (e.g., HIV infection). The act requires schools make reasonable accommodations for children with disabilities and/or chronic illnesses, considering each child individually.

Independent Study Contracts

If it is absolutely necessary for parents to keep their children out of school for five or more consecutive days, an Independent Study Contract must be completed. A request should be made by parent(s) or guardian(s) at least three days prior to the absence so the teacher has ample time to prepare assignments for the student. The contract will provide lessons to complete while that student is away from school so that he/she will not fall behind academically. **The student MUST complete the independent study packet, including parent/guardian signatures for each date out of school, prior to returning to REACH. Students returning to school with incomplete, or inadequate, work will be expected to complete all work within five (5) school days of their return to receive credit. Failure to return the independent study packet (in whole or in part) will result in the student's absence marked as unexcused. No Exceptions.** Otherwise, the student will not receive credit for assigned work, absences will be counted as truant, and the student could lose enrollment status.

What is the Independent Study Program?

The Independent Study Program is an opportunity for students to participate in classwork and homework while not actually being present at school. The director must approve the reason and dates of the Independent study. Acceptable Reasons:

- Illness (more than just a common cold, e.i., the flu, contagious disease, surgery, serious injury).
- Family Trips.
- Family emergencies.
- Death in Immediate family (Mom, Dad, Sibling, Any family member living in the household).

The Dates start at a minimum of 2 days, the maximum is 14 days per school year. A student may go on independent studies multiple times in the school year as long as it does not exceed the 14 days per school year. If the reason exceeds the 14 day maximum, it must be approved by the Director and further options and paperwork may be discussed.

Please note: Short-term Independent Study shall not be issued for the first ten (10) days or for the last ten (ten) days of a school year.

Emergency School Closures

In the event of an emergency campus closure, teachers will provide synchronous instruction, meaning they will teach online via Zoom. Work-related packets will go home with students, and an independent studies packet, along with an independent studies agreement requesting parent signature, will be sent via email. This signed agreement is required in order to participate in online instruction and to receive attendance credit. The time with teachers will look very similar to online learning last year. The duration of the school closure will depend on staffing levels. If able, the school will provide on-campus childcare for students of essential workers if staffing levels permit us to do so. Please be prepared to switch to online learning if circumstances dictate.

In the event of an emergency school closure, the Charter School has adopted tiered reengagement strategies for the following students:

- a. All students who are not generating attendance for more than three (3) schooldays or 60 percent of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
- b. Students found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three school days or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or
- c. Students who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include, but are not necessarily limited to, all of the following:

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

Insurance

The school does not provide accident and medical insurance coverage for students. If you do not have medical insurance that covers your children, it is a good idea to consider purchasing a student medical insurance policy. See office personnel for student insurance information.

Lost and Found

We will be donating items to the Salvation Army at the end of each month. Only items with names on them will not be donated. Because we are a closed campus, parents are only allowed to go back to the Lost and Found area outside of student arrival and dismissal times. Please sign in at the front office to get a visitor's pass.

Lost/Damaged Books, Materials and School Property

Students are expected to take care of school materials and books. Parents/Guardians will be charged for lost or damaged books and other school materials that are damaged by their child. Parents are held financially responsible if their child deliberately destroys or defaces school property including textbooks.

Medication at School

When your child's physician prescribes medication to be administered at school, under state law, the dosage and times to be administered must be in writing from the doctor. An **Authorization for Medication** form is to be completed by the parents/guardians. **ALL MEDICATION MUST HAVE PRESCRIPTION LABEL ATTACHED**. The parent must personally bring the medication and the doctor's written instructions to the school office. Any medicine found on a child's possession will be confiscated and the parent contacted. Office personnel will administer medication. The school office will keep a one-month supply of medication only, which must be brought to school in its original container.

Nondiscrimination

REACH has a policy of non-discrimination on the basis of sex, race, color, religion, national origin, ethnic group, age or handicap, and promotes programs that ensure that discriminatory practices are eliminated in all school activities. Any complaints or questions

may be referred to the school director. Complaints should be made through the uniform complaint procedure available on the website or in the school office.

Parent Involvement

Parents will be actively encouraged to be involved in all aspects of REACH. All parents are expected to volunteer a minimum of **20 hours** per year as a means of giving back to the school.

Volunteers. From assisting around campus to helping teachers in the classroom, volunteer opportunities will be available to parents throughout the year. Parent volunteers that assist in the classroom will **always be in the presence of a credentialed teacher**. All parent volunteers will be required to submit to proper fingerprinting and background checks. Parents working at the school may need to have certain health immunizations, such as, TB testing, Hepatitis and fingerprinting before they work in the classrooms or with students. Contact the school office for questions and updated information in this regard. **No siblings are allowed when class is in session.** A parent may volunteer up to 3 days per year without submitting to fingerprinting.

Personal Belongings

Students are not allowed to have the following items at school:

- Toys, toy weapons/weapons, gum, smartwatches, toy watches, cellphones, gaming devices, alcohol, tobacco, vape, marijuana or any illegal substance, inappropriate magazines/books, permanent markers, candy, electronic devices and anything that is deemed inappropriate in a school setting.
- ***Dogs on School Grounds.*** Dogs are not allowed on campus. Riverside County health regulations prohibit dogs on school grounds at any time. Service animals are permitted. Please provide notification to administration to make arrangements accordingly.
- ***Junk Food.*** Junk food (which includes chips and fruit rollups) are discouraged. Soda is not permitted.
- ***Skateboards*** are prohibited on campus at all times unless the Director/Principal has given prior approval.

Prohibiting these items will prevent loss or damage of something that may be of personal or monetary value. The school is not responsible for loss of personal property. Special provisions shall be made for students with prior school authorization to bring their own IT devices from home.

Students are allowed to have the following items at school while still following school rules and procedures:

- **Bicycles and Scooters**

Students who ride bikes or scooters to school are required by state law and school policy to wear bicycle helmets. Students who happen to ride to school without a helmet will not be allowed to leave school with their bicycle or scooter without a helmet. The parents must provide a helmet that day or be responsible for taking the bike or scooter home themselves. Bicycles must be kept in the designated bicycle area. (*See school office for location*). It is highly recommended that your child lock his or her bike. For safety reasons only students in 3rd grade or higher may ride their bicycles or scooters to school. Bicycles and scooters must be walked on and off the school grounds.

- **Hat Policy.** Hats are permitted for outside wear only. Hats may not be altered and may not be worn backwards. Hats may not be shared with others. The hat policy will be temporarily terminated if there is an outbreak of head lice.

- **Nutritional Snacks.** Students are encouraged to bring a snack that will help sustain them between breakfast and lunch. We ask that these snacks be nutritional in nature, like fruits, vegetables, cheese, or nuts.

Registration Requirements

Parents of children entering kindergarten must provide dates and place of service where the child received polio, DPT, measles, mumps, chicken pox, hepatitis B, and rubella immunizations, as well as T.B. mantoux testing and a physical examination. The child's birth certificate is also required for registration. All students entering first grade must have a physical examination. ***See enrollment coordinator for more detailed registration information.***

Section 504

A 504 plan is a formal plan developed by a school-based team, including parents, to ensure the needs of students with disabilities are met within the general education setting. 504s cover any condition that limits daily activities in a significant way. These plans prevent discrimination and protect students' civil rights. In accordance with Section 504 of the Rehabilitation Act of 1973, no student with a disability shall be excluded from participation in, denied benefits of, or subject to discrimination from any program receiving federal financial assistance. In order to qualify for a Section 504 plan a student must have record of a physical or mental impairment, or physiological condition, affecting one or more major body systems which substantially limits a major life activity including but not limited to functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

If a parent, teacher or staff member feels the student's educational needs are not being met in the regular general education setting without substantial support, he/she may request a 504 Determination Meeting at any time during the year via written notice to REACH. The school encourages open communication between the parents and the REACH Intervention team for any items related to a suspected substantial limitation or impediment to student

learning.

All new students with an existing 504 Plan will have a 504 meeting convened within 30 days of enrollment to review the existing plan, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new 504 Plan, REACH shall work with its general education department to implement the existing 504 plan at REACH or as otherwise agreed upon by the parent/guardian.

Sexual Harassment

The Governing Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person in or from the school. Any student who engages in the sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment will be subject to disciplinary action up to and including dismissal. Any student who feels that he/she is being harassed should immediately contact the Director/Principal or designee at the school. A complaint of harassment can also be filed in accordance with our Uniform Complaint Procedures. The school prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Special Education

REACH will comply with all applicable state and federal laws in serving students with disabilities, including but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, REACH will comply with AB 602, and El Dorado County Charter SELPA guidelines, and all California laws pertaining to special education students.

REACH will meet all requirements mandated within a student's Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with parents/guardians to provide an appropriate placement and services.

REACH will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to REACH. We encourage open communication between the parents and the REACH Special Education Department for any items related to the special education services. Students at REACH who have IEP's will continue to attend the school, unless the

IEP recommends otherwise and states why.

All new students with an existing IEP will have an IEP meeting convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meetings and pending agreement on a new IEP, REACH shall work with its Special Education Department to implement the existing IEP at REACH or as otherwise agreed by the parent/guardian.

SST (Student Success Team)

Student progress will be monitored on a regular basis. A Student Success Team (SST) may be convened to provide support to students who are not making adequate progress toward acquiring grade-level standards. The Student Success Team, composed of the student's parent or guardian, the student's teacher, administrator or designee, and a SST Chairperson will be responsible for identifying the student's needs and developing a plan to enable the student to be successful, including, but not limited to, classroom accommodations, strategies and techniques to enhance the student's ability to be successful, and additional academic supports from interventionist support staff. If the Student Success Team finds that the intervention plan is not sufficient to meet the student's needs, they will recommend the student for a formal special education assessment. REACH may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. (See above).

Transfers

When a student is moving, please let the school office know as early as possible. If your child has school materials at home, please return them to the teacher or the office.

Visitors

State law requires all visitors to sign in at the office. When visitors leave we ask them to sign out.

ANCILLARY POLICIES AND PROCEDURES

Contained in this section are board approved policies and procedures that individual students must abide by. **Said policies and procedures must be adhered to and, if breached, can lead to serious consequences** -ranging from a loss of privileges for minor offences **up to and including removal from the charter school program for major offences.**

The aforementioned policies and procedures must be read carefully and should be referred to often.

I. INDIVIDUAL SCHOOL POLICIES:

- A. Classroom-Based Attendance Policy
- B. Positive Behavior Support Discipline Policy
- C. Grounds For Suspension And Expulsion
- D. Technology Acceptable Use Policy & Agreement
- E. Parent/Student Signature Page

CLASSROOM-BASED ATTENDANCE POLICY

Explained below are school policies and procedures to ensure your child will be successful at REACH Leadership STEAM Academy.

California State Law mandates that all children age 6 to 18 years attend school unless they are exempted by law or have graduated from high school (E.C. section 48200, E.C. section 48400). Parents are reminded that they are responsible to comply with this compulsory education law by enrolling students and arranging for their regular attendance.

When a student is absent from school, two things happen. One, there is a break in the continuity of the student's learning. The other is the school loses money, which is the medium by which we pay for instructional supplies, pay teacher salaries, and cover other assorted expenses which helps the school run smoothly. We ask that if your child is going to be absent, please let us know. If teachers are made aware ahead of time, they can prepare assignments so that your child will not fall behind and maintain continuity in his or her learning.

The REACH Attendance Policy is as follows:

School Attendance

All students are expected to arrive on-time **by 7:45 a.m.** and be in attendance daily. In the event that students need to stay home due to illness or extenuating circumstances, the following Attendance Policy applies:

1. We ask that parents report the absence **by 9 a.m. and no later than 11 a.m.** on the day of the occurrence. Absences may be reported through one of the methods listed below.
2. If a student is absent for three (3) or more consecutive days, a doctor's note is required in order to record the absences as excused.
3. 5 or more consecutive unexcused absences or tardies can result in a student losing his/her enrollment, consistent with the Involuntary Removal Process below.

Excused/Unexcused Absences

Students are expected to attend school each day. Both Attendance Clerk and Teachers keep record of absences and tardiness, however, absences are reported directly to our Attendance Clerk.

Excused Absences

Assignments and/or activities not completed because of excused absences or tardies may be made up in the manner provided by the teacher. Assignments and/or activities not completed due to unexcused absences may not be made up. The student will receive zero credit.

The following are valid excuses for absences and tardiness:

- A. Personal Illness
- B. Quarantine under the direction of a county or city health officer
- C. Medical, dental, optometric, or chiropractic that cannot be scheduled before or after school.
- D. Participation in religious instruction or excises (no more than four excused school days per month)
- E. Attendance at funeral services for a member of the immediate family.
 - Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - “Immediate family” shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student’s household.
- F. To permit the pupil to spend time with an immediate family who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
- G. For additional justifiable personal reasons, authorized at the discretion of a school administrator, based on the pupil’s circumstances. Reasons may include:
 - Appearance in court
 - Attendance at a funeral
 - Observation of a holiday or ceremony of the student’s religion
 - Attendance at religious retreats for no more than four hours during a semester
 - Attendance at the student’s naturalization ceremony to become a United States citizen
- H. In order to participate with a not-for-profit performing arts organization in a performance for a public-school pupil audience for a maximum of up to five days per school year provided the pupil’s parent or guardian provides a written note to the school authorities explaining the reason for the pupil’s absence.

Unexcused Absences

The following are **invalid** excuses for absences and tardiness:

- A. Being out of town/Vacation.
- B. Parent Sickness/Appointment.
- C. Sibling Sickness/Appointment.
- D. No reason Given.
- E. Transportation Trouble.
- F. Traffic.

G. Weather (unless advised not to leave the area).

Reporting Absences

The parent/legal guardian may report absences in one of three ways:

- First- Parents may call the Charter School office at 951-275-8820, **by 9 a.m. and no later than 11 a.m.** each day of an absence and provide the following information:
 1. Full name (spell last name clearly)
 2. Grade level of student
 3. Teacher's name
 4. Dates of student absence
 5. Reason for absence
 6. Name of person calling and relationship to the student (only parents and legal guardians may report a student's absence)
- Secondly- Students may bring a **signed** note from the parent or guardian on the day they return to school. Notes should contain the same information as given above. Please be sure student walks directly into the front office
- Finally- Parents may use the form available on the REACH website and must include the same information as given above.

Healthcare provider verification:

- A. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
- B. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had fourteen (14) absences in the school year for illness verified by methods listed above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Students must have absences cleared within 2 days of their return to school or the absence will be considered unexcused.

Cases of forged notes or falsified telephone calls will be referred to Charter School administration for disciplinary action.

If it is absolutely necessary to keep your child out of school for 5 or more days, you must complete an Independent Study Contract (see Attendance Clerk for contract). Please note that an Independent Studies request may not be reported to teachers. You must see our Attendance Clerk for approval. If this contract is not completed and you exceed 5 days of unreported absences, **your child may be dropped from the school's roster** and would need to re-enroll. Admission will be based on availability at the time. See ***Independent Studies*** information below.

Note: California Penal Code 270.1.

(a) A parent or guardian of a pupil of six years of age or more who is in kindergarten or any of grades 1 to 8, inclusive, and who is subject to compulsory full-time education or compulsory continuing education, whose child is a chronic truant as defined in Section 48263.6 of the Education Code, who has failed to reasonably supervise and encourage the pupil's school attendance, and who has been offered language accessible support services to address the pupil's truancy, is guilty of a misdemeanor punishable by a fine not exceeding two thousand dollars (\$2,000), or by imprisonment in a county jail not exceeding one year, or by both that fine and imprisonment. A parent or guardian guilty of a misdemeanor under this subdivision may participate in the deferred entry of judgment program defined in subdivision (b).

Truancy

Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days shall again be deemed a truant. Such students shall be reported to the administrator, or designee.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

The administrator, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, REACH will implement the processes described below.

Process for Addressing Truancy

- a. Each unexcused absence or unexcused tardy, after the 1st tardy warning, shall be followed by a warning letter to the parent of the student. Each notice shall be in writing in English or Spanish. The student's classroom teacher may also call home.
- b. After three (3) unexcused absences or unexcused tardies over 30 minutes will result in a meeting with the parent/guardian with an administrator or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an email notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by

a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.

- c. Upon reaching four (4) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2."
- d. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the student will be referred to the School Attendance Review Team ("SART"). In addition, the parent/guardian will receive a "Truancy Letter #3," notifying the parent/guardian of the student's "Habitual Truant" status and if conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from REACH, consistent with the Involuntary Removal Process. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management or attendance class.
- e. The SART panel will be composed of Director, Administrator, or designee, Attendance Clerk, Director of Special Education, and Discipline Coordinator. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
 - 1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 - 2. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - 1. Parent/guardian to attend school with the child for one day
 - 2. Student retention
 - 3. After school detention program
 - 4. Required school counseling
 - 5. Loss of field trip privileges
 - 6. Loss of school store privileges
 - 7. Loss of school events privileges
 - 8. Mandatory Saturday school
 - 9. Required remediation plan as set by the SART
 - 1. Referral to the school district and potential involvement of their District Attorney
 - 3. The SART panel may discuss other school placement options.
 - 4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
- f. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from REACH, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been

followed, notification will be sent within thirty (30) days to the student's last known district of residence.

- g. For all communications set forth in this process, REACH will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update REACH with any new contact information.
- h. If student is absent five (5) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to REACH's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon REACH receiving documentation of Student's enrollment and attendance at another public or private school (i.e. CALPADS report).

<u>Consequences for Excessive Tardies and Absences</u>		
<u>Tardies Under 30 Minutes</u> Under 30 minute Tardy (7:50 a.m.-8:20 a.m.)	<u>Tardies Over 30 Minutes</u> Tardy over 30 minutes (8:20 a.m. and beyond)	<u>Truancies</u> (Unexcused Absences, & Over 30 minute Tardy, or a combination thereof)
1st Tardy > Verbal reminder to arrive to school on time.	Education Code § 48260 (a) defines any student subject to full-time education who is absent from school without valid excuse for three (3) days in one school year or has been more than 30-minutes late to class three (3) times in one school year as a truant.	Education Code § 48260 (a) defines any student subject to full-time education who is absent from school without valid excuse for three (3) days in one school year or has been more than 30-minutes late to class three (3) times in one school year as a truant. Education Code § 48263.6 defines any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date, as a chronic truant.

2nd Tardy > 1st letter, call to Parents/Guardian.	1st Tardy > Verbal reminder to arrive at school on time.	1st Truancy (3) > 1st Truancy letter, SST meeting, review contract, parent/ guardian may be scheduled to attend an attendance support class, loss of class activity/trip privileges.
4th Tardy > 2nd letter, call and email to Parents/Guardian, watch attendance video, discuss video questions in meeting with the Assistant Principal, signing of the contract, and loss of class activity/ field trip privileges.	2nd Tardy > 1st letter, call and email to Parents/Guardian, watch attendance video, discuss video questions in meeting with the Assistant Principal, signing of the contract, and loss of class activity/trip privileges.	2nd Truancy (4) > 2nd Truancy letter discussing student attendance status and further consequences should lack of attendance continue.
6th Tardy > 3rd letter, SST Meeting, review contract, parent/ guardian may be scheduled to attend an attendance support class, loss of class activity/trip privileges.	3rd Tardy = 1 Truancy > See Truancy column for consequences on truancies.	3rd Truancy (5) > 3rd letter, SART Meeting, review breached contract. SART panel will discuss the absence/tardy problem and develop strategies and solutions. If conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from REACH, consistent with the Involuntary Removal Process.
10th Tardy > Meeting with the Assistant Principal, discuss the possibility of transferring to a school closer to home, loss of class activity/trip privileges.		5 or more consecutive unexcused absences or tardies can result in a student losing his/her enrollment, consistent with the Involuntary Removal Process below.

Independent Study for Extended Absences

If it is absolutely necessary to keep your child out of school for five (5) or more school days, you may request an Independent Study Contract from the Attendance Clerk. The Attendance Clerk also reviews and approves all requests. The Contract must be signed before independent study begins. The student **MUST** complete the independent study packet, including parent/guardian signatures for each date out of school, prior to returning to REACH. Students returning to school with incomplete, or inadequate, work will be expected to complete all work within five (5) school days of their return to receive credit. Failure to return the independent study packet (in whole or in part) will result in the student's absence being marked as unexcused. (See Independent Study Section above.)

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When students are not in attendance on the first five (5) days of the school year, REACH will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify REACH of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of the school year will be disenrolled from the REACH roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in REACH.
2. Students who have indicated their intent to enroll but have not attended by the third day of the school year will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth day of the school year will receive a phone call reiterating the content of the letter.
4. REACH will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon REACH receiving documentation of student's enrollment and attendance at another public or private school (i.e. a CALPADS report).
6. REACH will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend REACH and the disenrollment within thirty days of the disenrollment.

Involuntary Removal Process

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

Upon parent/guardian request for a hearing, REACH will provide notice of hearing consistent with its expulsion hearing process, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil

has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the REACH's expulsion hearing process.

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

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

A hearing decision not to disenroll the student does not prevent REACH from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to Appropriate Agencies or County District Attorney

It is REACH's intent to identify and remove all barriers to the student's success, and REACH will explore every possible option to address student attendance issues with the family. For any unexcused absence, REACH may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, REACH shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication. This is in alignment with California Penal Code section 270.1 which states:

- (a) A parent or guardian of a pupil of six years of age or more who is in kindergarten or any of grades 1 to 8, inclusive, and who is subject to compulsory full-time education or compulsory continuing education, whose child is a chronic truant as defined in Section 48263.6 of the Education Codes, who has failed to reasonably supervise and encourage the pupil's school attendance, and who has been offered language accessible support services to address the pupil's truancy, is guilty of a misdemeanor punishable by a fine not exceeding one year, or by both that fine and imprisonment. A parent or guardian guilty of a misdemeanor under this subdivision may participate in the deferred entry of judgment program defined in subdivision (b).*

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The director, administrator, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

POSITIVE BEHAVIOR SUPPORT DISCIPLINE POLICY

Every student has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent school-wide positive behavior support discipline plan for REACH. All school level plans will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management, and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.

In order to create an atmosphere that is conducive to teaching and learning at REACH, standards must be upheld so that students have an opportunity to mature intellectually, socially and emotionally. Students are encouraged to take leadership roles in modeling appropriate behaviors and attitudes for peers. Parents/guardians need to take an active role in supporting the school's efforts to maintain a welcoming school climate.

Students, Parents/guardians and teachers are responsible for supporting a positive classroom and school. Individual students have the responsibility of complying with school and classroom regulations. These regulations apply before, during, and after school and school events, whether on or off campus; as well as on the school-contracted buses.

REACH incorporates a system of immediate and appropriate responses to student misbehavior, such as Restorative discipline Practices and Positive Behavior Intervention and Support (PBIS) to assist school personnel to effectively address and correct patterns of student misconduct.

1.1. STUDENT RESPONSIBILITIES:

Restorative Practices- We believe situations requiring discipline can be opportunities for learning, growth, and community building. We move beyond seeing discipline as a punishment. We understand that there is no one size fits all approach to resolve conflict. The final outcome of restorative justice is to teach self-discipline by teaching students to take responsibility for their own behavior. It shifts the focus of discipline from punishment to learning and from the individual to community.

As a REACH SCHOLAR, I agree to abide by Richie's Rules:

Richie's Rules (3 R's below):

1. R-Respect

- I treat others the way I want to be treated
- I respect laws, rules and school authority
- I treat people fairly and respect their rights
- I respect private and public property
- I am respectful toward self and others
- I am respectful toward school

2. **R- Responsibility**

- I take responsibility for my actions
- I choose how I respond to others
- I return what I borrow
- I am on time to school daily
- I follow directions when told the first time
- I am accountable
- I stay on task
- I am prepared

3. **R- Resilience**

- I will show stamina
- I will be flexible
- I will be patient
- I will always do my best
- I slant
- I show grit

GROUND'S FOR SUSPENSION AND EXPULSION

*“The procedures by which pupils can be suspended or expelled.”
Ed. Code § 47605 (b)(5)(J)*

SUSPENSION AND EXPULSION

The REACH Board of Directors established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. This document shall serve as REACH Leadership Academy's policy and procedures for student suspension and expulsion and may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

REACH Leadership Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The discipline policy and procedures will be printed and distributed as part of the Student Handbook and will clearly describe the school's expectations as it relates to student conduct.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, other persons, or to prevent damage to school property.

Any student who engages in repeated violations of the school's behavioral expectations will be required to attend a meeting with the school's staff and the student's parent/guardian. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Suspended or expelled students: shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

SUSPENSION AND EXPULSION PROCESS

The REACH Board of Directors has established policies, regulations, and rules of behavior in order to promote learning and protect the safety and well being of all students. The Board of Directors has delegated to the Executive Director, administration, and/or designee the authority and responsibility for developing and maintaining student behavior or conduct rules. These behavior or conduct rules will be developed and shall be periodically reviewed with staff and shared with students and parents/guardians. When these policies, regulations, and rules are violated, it may be

necessary to suspend or expel a student, including a student with disabilities, from regular classroom instruction.

The following procedures shall be implemented:

1. Except where suspension for the first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.
2. Expulsion is an action taken by the REACH Board of Directors for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct and when other forms of discipline, including suspension, are not feasible or have failed to bring about proper conduct, or when the student's (including a student with disabilities) presence causes a continuing danger to students or others.
3. The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be specified in administrative regulations.
4. In accordance with applicable law, the school shall establish rules and regulations for the readmission of expelled students.

STUDENT DUE PROCESS

The REACH Board of Directors shall provide for the fair treatment of students (including students with disabilities) facing suspension and expulsion by affording them their due process rights under the law.

The Executive Director or designee may establish a school on-campus suspension program for students, including students with disabilities, who are suspended for violations of Education Code 48900 et seq.

PARENTAL ATTENDANCE

1. The REACH Board of Directors believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.
2. Whenever a student is suspended from a class because s/he committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was suspended may strongly advise the student's parent/guardian to attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian shall also be advised to meet with the Administrator or designee.
3. Parental attendance may be strongly advised on the day the student returns to class or within one week thereafter. The Administrator or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness, injury, disability, absence from town, or inability to get

certain release time from work.

GROUNDINGS FOR SUSPENSION/EXPULSION

SUSPENSIONS

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in the Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred by the Executive Director, Assistant Director, or a designee of the Executive Director
4. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
6. Committed or attempted to commit robbery or extortion
7. Caused or attempted to cause damage to school property or private property (including, but is not limited to, electronic files and databases)
8. Stole or attempted to steal school property or private property (including, but is not limited to, electronic files and databases)
9. Possessed or used tobacco, or any products containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a student of his or her own prescription products)
 - During lunch period whether on or off the campus
 - During, or while going to or coming from, a school sponsored activity
10. A student 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 suffer suspension, but not expulsion, pursuant to the provisions of this section. Except that a student 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, shall be subject to discipline
11. Committed an obscene act or engaged in habitual profanity or vulgarity. Obscene is defined as: relating to sex in an indecent or offensive way; offensive or disgusting by accepted standards of morality and decency. Vulgarity is defined as an act or expression that offends good taste or propriety. Examples: Making obscene gestures or movements; regularly or repeatedly using profanity toward a school employee or other student(s); regularly or repeatedly making vulgar comments or gestures.

12. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
13. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
14. Knowingly received stolen school property or private property (including, but is not limited to, electronic files and databases)
15. Possessed an imitation firearm. As used in this section, “imitation firearm” means 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.
16. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
17. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
18. Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code
19. Engaged in an act of bullying, including bullying by means of an electronic directed toward a pupil or school personnel Note: REACH will not tolerate any act of bullying or intimidation including gestures, comments, threats, or actions, either written, verbal, or physical, which cause, threaten to cause, or are likely to cause bodily harm or personal degradation on school campus or at any school activity whether on or off campus.
 - a. A student may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the Executive Director or administrative designee or occurring within any other school district. A student may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - While on school grounds
 - While going to or coming from school
 - b. Administration personnel may use his/her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a student subject to discipline under this section.
20. **Sexual Harassment:** A student in grades 4-6 is subject to suspension or recommendation for expulsion when it is determined that he/she: Committed sexual harassment as defined in Education Code 212.5. Note: Pursuant to Education Code 48900.2, the conduct constitutes harassment if it would 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 victim’s academic performance or to create an intimidating , hostile, or offensive educational environment.
21. Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-6)
22. Engaged in harassment, threats, or intimidation directed against school District personnel or students (grades 4-6), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder,

and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment

23. Made terrorist threats against school officials, school property, or both. For purposes of this section, “terrorist 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/her own safety or for his/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.

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

- a. **Authority.** All requests for student suspension are to be processed by the Executive Director, Administrator, or administrative designee of REACH. In the case that the suspension is requested by an administrative designee, a school employee shall report the suspension, including name of student and cause for suspension, to the Executive Director.
- b. **Notice to Parent/Guardian.** 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. Additionally, whenever a student is suspended, the parent/guardian will be notified in writing. This notice shall state the specific offense committed by the student. The notice may also state the date and time when the student may return to school.

A copy of the notice shall be placed into the student’s record as required by Education Code 48900.8.

- c. **Time Limits.** Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per session. The limit may be extended only if the student has been recommended for expulsion and has been determined by the Executive Director, Administrator, or designee to be either disruptive to the learning environment or a threat or danger to others; in this case, the limit may be extended pending the results of the expulsion hearing.
- d. **Informal Conference.** Suspension shall be preceded by an informal conference conducted by the Executive Director, Administrator, or an administrative designee with the student and school employee who referred the student for suspension. At the conference, the student shall be informed of the reason for disciplinary action and the evidence against him/her. The student may be given the opportunity to present his/her version and evidence in support of his/her defense.
 - i. This conference may be omitted if the Executive Director, Administrator, 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 school personnel. If the student is suspended without this conference, both the parent/guardian and student shall be notified of the student's rights to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such cases, the conference shall be held as soon as the student is physically able to return to school.

- e. **Suspension-Activities.** Suspension will remove the student from peers and the class environment. This separation is intended to provide the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive. Suspension may be served in school or out of school, depending on the nature of the infraction.
 - i. A student serving in-school suspension will report to school at the regular time in required school attire. Parents will be notified of the suspension arrangements. The pupil's teacher(s) will provide assignments and resources will be made available. The student will not attend his/her regular class or go out for break. The student will eat lunch in an assigned room. The maximum number of consecutive days a student may be suspended (in and out of school) is five (5), or twenty (20) days per year as according to Education Code Section 48903(a). This restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.
- f. **Suspension-Special Education.** Students currently enrolled in a special education program may be suspended for any of the reasons enumerated in Education Code Section 48900, upon a first offense as specified under Education Code Section 48900.5. However, for subsequent suspension when the cumulative total number of days of suspension reaches 10 days, Section 504 and Special Education students require that a "manifestation determination" meeting be held as further days of suspension may represent a change in placement for these students. In order to facilitate proactive responses to misconduct concerns, school personnel may wish to conduct "manifestation determination" meetings for some students when the cumulative number of suspension days approaches 10 days of suspension.
 - i. If a student covered by this section is suspended for 10 or more days during the course of the school year, or is subject to a disciplinary action which results in a pattern of exclusion that constitutes a significant change in placement during the course of the student's year, either the Section 504 team or the IEP team shall meet to review whether there is a need to revise or modify the student's Section 504 plan and/or IEP.

EXPULSION PROCEDURES

- a. **Authority to Expel.** Only the Executive Director, Administrator, or Director's Designee may recommend expulsion or refer a student for an expulsion hearing. A student may be expelled by the REACH Board of Directors following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the board as needed. The Administrative Panel shall consist of at least three certified panel members, to include a teacher of the pupil, one Board member, and one other school site staff.
- b. **Immediate Expulsion Recommendation.** The Board shall immediately expel, as required by

law, any student found to have committed any offense listed below under “Mandatory Recommendation for Expulsion.” The Board may also order a student expelled for any of the acts listed above under “Grounds for Suspension/Expulsion” upon recommendation by the Executive Director or administrative designee based on either or both of the following finding(s):

- a. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
- c. **Mandatory Recommendation for Expulsion:** The Executive Director, Administrator, or administrative designee shall recommend that the Board expel any student found at school or at a school activity to be:
 1. Possessing, or selling, or otherwise furnishing a firearm
 2. Brandishing a knife as defined in Ed. Code § 48915(g) at another person
 3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
 4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900
 5. Possession of an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. The list above is not exhaustive. Depending on the nature of the offense, a student may be expelled for other misconduct when it warrants expulsion.

Notwithstanding any of the foregoing statements, suspensions and expulsions, shall not be in conflict with Ed. Code Sections 48900 to 48926.

- d. **Guns Free Schools Act.** The Charter School shall comply with the Federal Gun-Free Schools Act. Students are subject to mandatory expulsion from REACH for any of the reasons specified in the Ed. Code § 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.
- e. **Hearing.** Students recommended for expulsion are entitled to a hearing to determine whether the students should be expelled. Unless postponed for good cause, the hearing will be held within thirty (30) school days after the Executive Director, Administrator, or administrative 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 will be held in a closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing at least three (3) days prior to the hearing. If such a request is made, the meeting shall be public unless another student’s privacy rights would be violated. Written notice of the hearing will be forwarded to the student and his/her parent/guardian at least ten (10) calendar days before the date of the hearing.

Whether the expulsion hearing is held in closed or public session, the Board may meet in the closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to the closed session, the parent/guardian, the student, and the

counsel of the student shall also be allowed to attend the closed session.

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television.

Upon mailing the notice, it shall be deemed served upon the pupil. The notice will include:

1. The date and place of the hearing
2. A statement of the specific charges and offense 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, pursuant to Education Code 48915.1, to provide information about the student's status in the Charter School to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor. Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California. Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.
6. The opportunity to cross-examine all witnesses who testify at the hearing.
7. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.
8. The right to inspect and obtain copies of all documents to be used at the hearing.

If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school attendance, unless the student requests in writing that the decision be postponed.

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion.

If the Board finds it impractical during the school year to comply with these requirements for conducting an expulsion hearing, the Executive Director or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due

to summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

The REACH Board of Directors' decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed.

- f. **Rights of Complaining Witness.** An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness.

Whenever the Executive Director or administrative designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, s/he shall give the complaining witness a copy of the Charter School's suspension and expulsion policy and regulation and shall advise the witness of his/her right to:

1. Receive five days' notice of his/her scheduled testimony at the hearing
 2. Have up to two adult support persons of his/her choosing present in the hearing at the time s/he testifies
 3. Have a closed hearing during the time s/he testifies
 4. 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
 5. 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
 6. Whenever any allegation of sexual assault or sexual battery is made, the Executive Director or Assistant Director shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending.
- 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 the reasonably accurate written and complete transcription of the proceedings can be made.

Suspension and expulsion data will be available for District review.

- h. **Subpoenas.** Before commencing a student expulsion hearing, the Board may issue subpoenas,

at the request of either the student or the Executive Director or Assistant Director, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. Any objection raised by the student or the Executive Director or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. If the Board determines, or the Administrative Panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration.

- i. **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. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in Education Code 48900(a)-(q), Education Code 48900.2-48900.4, 48900.8, and 48915(c). Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.
- j. **Written Notice to Expel.** The Executive Director, Administrator, or administrative designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:
 - 1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a)-(q), Education Code 48900.2-48900.4, 48900.8, and 48915(c).
 - 2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian.
 - 3. Notice of the right to appeal the expulsion to the REACH Board of Directors

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 within the expelling Charter School, pursuant to Education Code 48915.1.

- k. **Action by the Board.** Whether the expulsion hearing is conducted in closed or public session by the Board or an Administrative Panel, the final action to expel must be taken by the Board at a public meeting. When the Board accepts a recommendation against expulsion or decides after the hearing not to expel, this decision is final and the student shall be reinstated immediately.
- l. **Due Process and Right to Appeal.** Parents have rights with regards to suspensions and expulsions. They will be immediately notified about suspension and expulsion proceedings.

Notifications will include a written notice outlining the student's violations and the suspensions or expulsions process. In the case of expulsions, a hearing with the Executive Director or Assistant Director will be held within three (3) days whereby the parent/guardian, student, and a representative (if the parent/guardian so chooses) may be present. The hearing may also include the Administrative Panel. Parents will be notified in writing of the final determination of the expulsion.

If a pupil is expelled, the pupil or the pupil's parents/guardians may, within ten (10) calendar days following the decision of the Administrative Panel to expel, file a written appeal, requesting the Board reconsider the expulsion determination.

If appealed, the REACH Board shall hold an appeals hearing within twenty (20) school days following the filing of a formal request under this section. The Board who hears the appeal will not consist of the Board members who participated in the original expulsion hearing. The Board shall render a decision within three (3) school days of the hearing. The decision of the Board shall be final.

The period within which an appeal is to be filed shall be determined from the date the Administrative Panel votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Administrative Panel within the prescribed time may not subsequently appeal a decision of the Administrative Panel and impose the original order of expulsion.

The REACH Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted so long as they are consistent with this section. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from REACH simultaneously with the filing of the notice of appeal. REACH shall provide the pupil with the transcripts, supporting documents, and records within ten (10) school days following the pupil's written request, unless impractical.

If the student is expelled, REACH will advise the parent/guardian to contact the appropriate RUSD office/staff if they want their child to attend a school in the District. Students expelled from one district cannot attend any other school or school district during the term of their expulsion until they have complied with State law (Ed. Code Sections 48915.1 and 48915.20).

- m. **Rehabilitation, Readmission, Interim Placement.** Pupils who are expelled from the Charter School will be given a rehabilitation plan upon 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.

The REACH governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for

readmission. Upon completion of the readmission process, REACH's governing board shall readmit the pupil unless the Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description shall be made available to the pupil and the pupil's parent/guardian at the time the expulsion order is entered.

- n. **Expulsion of Students with Exceptional Needs.** In the event that a special education student commits one of the acts enumerated in the "Mandatory Recommendation for Expulsion," s/he shall be subject to expulsion only if all of the following conditions are met:
1. The IEP team determines that the misconduct was not caused by, or was not a direct manifestation of, the student's identified disability.
 2. The team determines that the student had been appropriately placed at the time the misconduct occurred.
 3. Prior to convening a meeting to consider an Expulsion Agreement or an Administrative Hearing Panel for any student covered by a Section 504 plan or who is identified as a Special Education student, either the Section 504 team or an IEP team shall conduct a re-evaluation of the student to enable the Section 504 team or the IEP team to determine whether the misconduct was a manifestation of the student's disability.
 4. Parent consent is not required for the evaluation
 5. The 504 team or the IEP team shall review the relevant data from a variety of sources which will afford the Section 504 team or the IEP team with an understanding of the student's current behavior
 6. Formal testing may be conducted, but not required
 7. The parent shall be invited to the Section 504 or IEP meeting; a special education student's parent shall have 48 hour notice prior to the meeting and shall have postponed rights as defined in current law
 8. If the parent is unavailable or declines to attend the Section 504 meeting or the IEP meeting, the respective team shall meet without the parent
- o. **Manifest Determination.** In case of a student who has an IEP, or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with mandates of state and federal laws, including the IDEIA and Section 504 of the Rehabilitation Act of 1973. As set forth in the MOU regarding special education between the District and the Charter School, an IEP team, including a district representative will meet immediately, if possible, but in no case later than 10 days after the date on which the decision to impose disciplinary action constituting a change in placement is made, to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion of a student with special needs, a Section 504 or IEP meeting shall be held to consider the relationship between the student's disability and behavior subject to disciplinary action, and to determine whether the misconduct is a manifestation of the student's disability.

If the Section 504 team or IEP team determines that the student's misconduct is related to or caused by the student's disability, the student shall not be recommended for expulsion; however, a change in placement can still be made. If the Section 504 team or IEP team determines that the student's behavior was not a manifestation of her/her disability, the student may be disciplined in accordance with the school's policies and procedures for

disciplining students without disabilities.

DISCIPLINE PROCEDURES

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The school's policy and procedures clearly describe discipline expectations and are printed and distributed as part of the student handbook.

Rules for student discipline have been developed and adopted jointly by the director and the REACH school board. The rules are consistent with law, board of education policy, and school regulations. They shall be revised as necessary and shall undergo site-level review and adoption process as deemed necessary.

All avenues of discipline provided in policy regulation and law may be used in developing rules. These include, but are not limited to, advising and counseling students conferring with parents/guardians detention during and after school hours, assignment to a supervised study room where students receive ongoing instruction, and the use of other alternative educational environments, suspension and expulsion.

CORPORAL PUNISHMENT

1. As defined by law, "corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a pupil. An amount of force that is reasonable and necessary for a person employed by or engaged in a public school to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the pupil, is not and shall not be construed to be corporal punishment.
2. Corporal Punishment – Prohibition

No person employed by or engaged in a public school shall inflict, or cause to be inflicted corporal punishment upon a pupil. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing the infliction of corporal punishment upon a pupil attending a public school is void and unenforceable.

PHYSICAL EXERCISE AS PUNISHMENT

1. Forced physical exercise which is used for punitive or disciplinary purposes and which causes physical pain to a student is considered to be inappropriate educational practice.
2. 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.

RECESS RESTRICTION

1. Certified staff may restrict a student's recess time under the following conditions when he/she believes that this action is the most effective way to bring about improved behavior:
 - a. The student shall be given adequate time to use the restroom, get a drink, or eat lunch as appropriate.
 - b. The student shall remain under a certified employee's supervision during the period of detention.
 - c. Teachers shall inform the director of any recess restrictions they impose.

SUPERVISED STUDY ROOM- The Lion's Den

1. Students may be assigned to a Supervised Study Room (Detention- The Lion's Den) by a school administrator or administrative designee for a period not to exceed five (5) consecutive school days under the following conditions:
 - a. The student's conduct has disrupted or threatens to disrupt the educational process, the student has defied the valid authority of school personnel, or the student has committed other violations of school rules.
 - b. Students shall be required to complete assigned school work or such alternative assignments as may be deemed appropriate by the certified supervisor of the Supervised Study Room.
 - c. Students have the opportunity to eat lunch at a reasonable time under the supervision of the Supervised Study Room staff. Supervised breaks shall be provided at regular times to allow students access to drinking foundations and restrooms.
 - d. Students shall be held to a strict accounting for their behavior during assignment to the Supervised Study Room.
 - e. Silent Recess
 - a. Sent for minor infractions: missing assignments, misbehaving in class, refusing to do work, talking, not paying attention, off task behaviors, dress code violation, talking back/arguing/inappropriate language, failure to complete class work, disrespectful to sub teacher /parent/staff, and other infractions that require loss of school activities or privileges.

NOTICE TO PARENTS/GUARDIANS AND STUDENTS

The Executive Director shall ensure that students and parents/guardians are notified in writing of all Board policies, administrative regulations, and individual school rules related to discipline at the beginning of each school year. Transfer students and their parents/guardians shall be so advised upon enrollment. The notice shall state that these rules and regulations are available on request at the Executive Director/Assistant Director's office.

STUDENT CONDUCT

The REACH Board of Directors believes that all students have the right to be educated in a positive learning environment free from disruptions. To maintain such an environment, students, parents/guardians, staff, and the Board must all understand and fulfill their responsibility related to student conduct.

STUDENT RESPONSIBILITIES

1. The Board believes that it is important for students to understand that they have a choice to make regarding their actions and that appropriate conduct benefits both themselves and others. Students are encouraged to freely express themselves individually so long as this expression does not infringe upon the rights of others or interfere with the instructional program. Behavior is considered appropriate when students are diligent in study, neat and clean, careful with school property, respectful towards their teachers, and courteous to other students, staff, and volunteers. Students are expected to be punctual and regular in attendance and to remain on school premises in accordance with school rules. They are further expected to refrain from profane, vulgar, or abusive language.
2. Students shall receive school rules and regulations related to conduct. Students who violate these rules and regulations may be subject to discipline, suspension, exclusion, expulsion, or transfer to alternative programs.

PARENT/GUARDIAN RESPONSIBILITIES

1. Parents/guardians are expected to comply with laws governing the conduct and education of their children and to cooperate with school authorities regarding their child's behavior.
2. California law holds parents/guardians liable for any willful student misconduct which results in the death or injury of any student or persons employed by or volunteering for REACH. Parents/guardians are also liable for any defacement, injury, or loss of property belonging to REACH or to a school employee.
3. The Executive Director or designee shall ensure that parents/guardians are annually informed of their liability for death, personal injury, or REACH property damage resulting from willful student misconduct.
4. Parents/guardians shall also be informed that REACH shall not be responsible for damage caused by any student to any item of personal property which another student brings to school.

REACH RESPONSIBILITIES

1. The Board is responsible for prescribing behavioral and disciplinary guidelines for students. The Board shall give staff all reasonable support with respect to enforcing appropriate student conduct and discipline.
2. The Executive Director or designee shall establish procedures necessary to enforce the Board's conduct and discipline policies and shall notify parents/guardians of the availability of these policies and procedures at the beginning of each school year.

The school administration shall establish and enforce school rules that conform to school procedures and that foster safety and good citizenship. They shall ensure that students are informed of these rules when they enroll and at the beginning of each school year.

1. Teachers shall establish and enforce classroom rules that facilitate safety and effective learning. They shall cooperate with other certified staff in enforcing general school rules and helping students to understand the benefits of choosing behaviors that show respect for other people and property.

TECHNOLOGY ACCEPTABLE USE POLICY & AGREEMENT

Dear Parents & Guardians:

This is the REACH Leadership STEAM Academy's (RLSA) acceptable use policy and agreement. In this document you will find the school's policies, procedures and expectations regarding acceptable use of school and personal property in the context of technology on campus. As new technologies emerge, the school will attempt to provide appropriate educational access to them. The policies in this document are intended to cover all available technologies, not just those specifically listed. It is expected that all students and parents will abide by the policies and rules stipulated in this agreement.

Acceptable Use Policy for Student of Technology Resources

REACH Leadership STEAM Academy is pleased to offer students access to school computers, communication systems (email, websites, blogging, and other emerging technologies), the Internet and an array of technology resources to promote a technology- rich educational experience for all. Grades 3-6 are 1:1 with Chromebooks and all primary grades have access to devices in small groups. While using school technology resources on school property, on buses (to and from field trips), and at school-sponsored activities, a student must act in an appropriate manner consistent with school, district, and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about his/her responsibility and to establish expectations when using hand-held devices.

Access to REACH technology resources is provided to students who agree to act in a considerate and responsible manner. Prior to being allowed access to the Internet at school, students and their parents must sign the REACH Leadership STEAM Academy Acceptable Use Consent form acknowledging their responsibilities. Students must comply with REACH standards and abide by this agreement to be permitted to use REACH technology.

REACH technology resources are provided to students to conduct research, access curriculum resources, complete assignments, and communicate with others to enhance the educational experience. *Access is a privilege, not a right.* General rules of school behavior apply. Just as students are responsible for good behavior in a classroom or on school grounds, they must also be responsible when using school computer networks or personal technologies. Users are expected to abide by the same acceptable use policies when using school devices off the school network as on the school network. Users shall report any loss, damage or malfunction to school staff immediately. Users will be financially accountable for any damage resulting from loss, negligence or misuse, as noted in the Parent/Student Financial Liability section of this document.

If a student violates any of these rules, his/her use shall be terminated and future access may be denied. Disciplinary action may also result. If possible criminal activity is discovered; the proper law enforcement authorities will be notified. Disciplinary action for students shall be in accordance with existing discipline policies and may include suspension or expulsion in accordance with the laws of the State of California and REACH Leadership STEAM Academy policy.

1. REACH Technology resources shall be used to access educational information and to promote learning activities only.
2. Students shall not load personal software or programs on school computers nor shall they download programs from the Internet without approval of their teacher. Students should not attempt to open files or follow links from an unknown or untrusted origin.
3. Virtual and physical vandalism shall not be tolerated. Any intentional act by a student that damages or interferes with performance of school technology hardware, software, operating systems, communication systems, will be considered vandalism and will be subject to school discipline and/or appropriate criminal or civil action.
4. Not all access to the Internet can be supervised. Students agree not to send, access, submit, publish, display or print over the Internet or REACH network, or use REACH technology resources, any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive or illegal material. ***Cyber bullying is specifically prohibited (California Assembly Bill 2291; California Penal Code Section 653.2).*** It shall be the student's responsibility to report the inappropriate use, website, or communication to the student's teacher or other staff member. School officials have the authority to discipline students for off-campus speech that causes or threatens a substantial disruption on campus. (Supreme Court Case: Tinker vs Des Moines, 1969).
5. The use of REACH technology resources is not private. Students should not expect that files stored on or transmitted via school resources will be confidential. All digital transmissions are subject to inspection and/or monitoring by REACH employees. All activity over the network or using district technologies may be monitored and retained. No use of the network or equipment provided by REACH is private. Web browsing may be monitored and web activity records may be retained indefinitely. Digital storage is school property, and as such, school administrators will review files and communications to maintain system integrity and ensure that students are using technology responsibly.
6. REACH denies any responsibility for the accuracy of information obtained from the Internet or on-line resources.
7. REACH makes no warranties of any kind, expressed or implied, for the technology resources it provides to students.
8. Copyrighted, Trademark and/or Registered laws must be adhered to at all times. All materials from the Internet and other digital resources, including graphics, which are used in student projects or reports, must be properly cited. Copyrighted, Trademarked or Registered materials may not be placed on the Internet without the permission of the author.
9. Students may not post or transmit their own or other's personal information such as home address, telephone numbers, last names, photos, videos or other personal identifying information. Due to student age and media release, no student shall take photos or videos with cell phones at any time. Photos and videos will be subject to deletion.
10. The use of school technology resources may involve the use of a password, network access code, or other identifying or validating code. Such passwords and codes are to be protected as private information provided to the individual user for their sole purpose. Such passwords and codes shall not be disclosed by the student to others.
11. Students shall not use school technology resources to conduct for-profit business activities or to engage in religious activities. Students shall not use school technology resources for

advertising, promotion, commercial purposes, or similar objectives, including the purchase of any items or services.

Student Cell Phone & Smartwatch use is prohibited on Campus

REACH Leadership STEAM Academy is a K-6 Public Charter school. Our average age of attendance is 5 Years of age to 12 years of age. According to most major social media platforms policies (Twitter, Facebook, Instagram, Pinterest), children under the age of 13 are prohibited from owning and/or using a social media account. Therefore, all social media use is prohibited on campus by students.

In accordance with AB 272, any student who brings a phone and/or smartwatch to school, shall turn the phone/watch in to his/her teacher upon entering class, and collect it at dismissal. Students who attend the Bridge after school program, will collect their phone/watch upon sign out from the after school program.

Students who maintain possession of their cell phone/watch during the school day may have their phone confiscated and will be subject to discipline at the discretion of administration.

School Device Policies- REACH owned Chromebooks and iPads Terms of Use

Responsible Use/Internet Safety Policy

Students are prohibited from accessing, sharing or creating inappropriate or graphic content, including images or language depicting violence, nudity, pornography, obscenity or otherwise inappropriate subject matter. REACH has filtering software installed on its network to restrict access to unsuitable content as required by CIPA (see below); however, no filtering program is entirely effective. Teachers will monitor use and communicate any unforeseen circumstances with caretakers should they arise.

The Children's Internet Protection Act (CIPA) was signed into law on December 21, 2000, and released as Federal Communications Commission (FCC) Report and Order #01-120 on April 5, 2001. Passed as part of a major federal funding bill, H.R. 4577, the new law requires K-12 schools and libraries to implement filtering or blocking technology for all computers, and develop and implement an Internet Safety Policy.

Students are prohibited from using chat and instant messaging services, social networking sites, or computer games during school hours, unless instructed by the teacher. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions is strictly prohibited. Any students who do not abide by this policy stands the risk of losing the privilege of using school devices.

All students must comply with the REACH Leadership STEAM Academy Acceptable Use Policy for Student Technology Services.

Email Etiquette

All electronic communication is subject to monitoring and should not be considered confidential. Students are expected to use proper grammar, spelling and punctuation in all electronic communication and should use professional, respectful language. Students are not to send or receive inappropriate content, including text or images depicting violence, nudity, pornography, graphic language or illegal activity.

Disciplinary Actions

Failure to follow the rules and guidelines presented in this guide will result in disciplinary actions depending on the violation and may include parent contact, loss of assignment credit, in- or out-of-school suspension, expulsion from school, and temporary or permanent loss of privileges. As always, restorative justice will be the first course of correction to develop responsible habits and a healthy community. Below are the consequences for device- and internet- related infractions.

Minor Infractions

Minor infractions include improper use of the Internet and non-academic use of the device. The consequences for minor infractions are as follows:

1. First Infraction: Student receives a warning from teacher/administrator.
2. Second Infraction: Student's parent is contacted; loss of device privileges for one day.
3. Three or More Infractions: The student is suspended in-house for part or full day; loss of device privileges for multiple days.

Major Infractions

Major Infractions include but are not limited to use of social media for harassment, or promoting violence and posting inappropriate items online. The consequences for major infractions will be determined by site administrators, which could include:

1. Student loss of device privileges.
2. School Suspension
3. Expulsion from School

Parent/Student Financial Liability

This agreement informs students and families of their legal responsibility with regard to the Device, cases and cables, which REACH is making available to your child. Parent(s) will be held responsible for ALL willful damage to their child's device including, but not limited to: broken screens, damaged metal casing, cracked plastic pieces, inoperability, etc. Should the cost to repair the device exceed the cost of purchasing a new device, the student's parent or guardian will pay the value of the equipment at the time of its loss. Lost devices and accompanying equipment (cases, cables, etc.) will incur the cost of the device at the time of its loss or, when applicable, an insurance deductible.

California Education Code section 48904 states, in pertinent part, that the parent or guardian of any minor who willfully cuts, defaces or otherwise injures any real or personal property of REACH or its employees, or fails to return same upon demand of the school, shall be liable for all damages caused by the minor. School property includes the device and device case. Students should report any

damage to the immediate teacher for further evaluation. Responsibility will be determined after the device is sent for repair.

Limitation of Liability

REACH Leadership Academy School of Science, Technology, Engineering, Arts, and Mathematics shall not be responsible for any damages suffered by the student, including those arising from non-deliveries, misdeliveries, service interruptions, unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material or people. Use of any information obtained via the Internet or communications technologies is at the student's/parent's own risk. REACH specifically denies any responsibility for the accuracy and quality of information obtained through the Internet. REACH assumes no liability for personal technology, including computers, smart phones, network access devices, or other electronic signaling devices, if such devices are damaged, lost, or stolen. The student and his/her parent/guardian shall indemnify and hold REACH Leadership Academy harmless from any losses sustained as the result of use or misuse of the school's technology resources by the student, and or the loss or damage of personal technology.

Agreement

In signing receipt of this handbook, you are agreeing to the following:

I/We hereby agree to comply with the REACH Leadership Academy Acceptable Use Policy, as described above. As a parent or guardian, I hereby consent to my child's or ward's use of REACH technology resources. I/We also agree to hold REACH Leadership Academy School of Science, Technology, Engineering, Arts, and Mathematics harmless for any damages suffered by my child/ward, including those arising from non-deliveries, misdeliveries, service interruptions, unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material or people arising from or connected to the use of REACH technology resources.

Please Note: *Our handbook policies are subject to change or correction. As such, all families should read the handbook at the start of each academic year. Any changes will be shared with parents as needed. By acknowledging receipt of this, you agree that you will review the handbook with your REACH student(s) prior to the start of the new school year and abide by any policy changes.*

PARENT/STUDENT SIGNATURE PAGE

Dear Students and Parent(s)/Guardian(s):

This handbook was developed as a guide for students and parents in an effort to answer commonly asked questions that come up during the course of a school year. Our goal is to create a positive educational atmosphere of learning where rules are enforced firmly, fairly, and consistently to all students.

We ask that you familiarize yourself with this handbook by reading it and ask that you sign this page as evidence that you are aware of our policies and procedures. This form is part of the student registration process at REACH Leadership **STEAM** Academy and must be returned as a condition of enrollment.

Signing below is evidence that parents and students have or will read and understand the contents of this handbook.

Signature of Parent/Guardian

Date

Signature of Student

Date

Print Name of Student

Grade of Student



REACH Leadership STEAM Academy
science • technology • engineering • art • math

Handbook Addendum 2023-2024



The following information in section **B. Uniform Bottoms: Pants/Shorts, Skirts, Skorts, Jumpers** of the **Dress Code** portion was revised to read:

- **Alternatives:**
 - Blue jeans (without holes) may be worn on Wednesdays when wearing a college shirt, on Fridays with House Shirts (not recommended due to House Games), and on designated Free Dress Days (see Free Dress Days excerpt)
 - Black, White, Blue or House Colors may be worn on Fridays for these items: sweats, loose track pants, loose athletic-style shorts, skirts with leggings/tights underneath.

The following information in section **G. Theme Dress Days** was revised to read:

- **Spirit Day Fridays:** Students may wear their house shirts with uniform bottoms, or any dress code-appropriate clothing in solid house colors. Jeans- any color - and Black, White, Blue or House Colors may be worn on Fridays. Items include: sweats, loose track pants, loose athletic-style shorts, skirts with leggings/tights underneath.

The following information in the **Dress Code** section ***Daily Dress Code** table:

Friday	House Day	Uniform shirt or House shirt or Solid color t-shirt in your house color	Uniform bottoms or sweats, track pants, shorts, <u>skirts with leggings under</u> in house colors <u>or in Black, White, or Blue</u> <u>Or</u> <u>jeans-- any color</u>	Uniform coats or outerwear in house colors	Athletic shoes	Uniform hats, hair accessories, and belts <i>Or</i> house color hats and accessories
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The following information in the **Dress Code** section **Dress Code Enforcement** was revised to read:

Consequences

All students at REACH are expected to comply with the Dress Code. Noncompliance may result in, but not be limited to, the following:

- 1st Offense:

Students will receive a ~~verbal~~written reminder~~– to take home. This will be a warning only. Parents will receive a message from Admin. Additionally written notification and a copy of our Dress Code policy will be sent home to parents/guardians.~~
- 2nd Offense:

Parents/Guardians will be contacted to discuss the Dress Code and ~~problem solve strategies to aid the family in complying to let them know that the next offense will result in a referral for silent recess.~~

Parents/guardians ~~will~~may be required to bring an appropriate change of clothes while the student remains in the office.

~~Students will meet with a peer review group to develop strategies to help the student comply with the policy.~~
- 3rd Offense:

~~At the discretion of the administration–~~Student will receive a referral for silent recess.
- 4th Offense:

Student will receive a referral for silent recess. Parent will be contacted to discuss strategies for resolving the issue

Handbook Addendums 2023-2024



Addendum includes the addition of two REACH Board approved policies, effective 2/29/24:

1. Classroom and School Volunteer, Visitation, and Removal Policy
2. Community Code of Conduct Policy

CLASSROOM AND SCHOOL VOLUNTEER, VISITATION, AND REMOVAL POLICY

While REACH Leadership STEAM Academy (“REACH” or the “Charter School”) encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, REACH also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, the REACH Board of Directors has established the following procedures, to facilitate volunteering and visitations during regular school days:

Definitions

- A “*visitor*” is defined as any person seeking to enter the school building who is not an employee or a current student at the Charter School. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit.
- A “*volunteer*” is defined as any person who voluntarily offers and provides a service to the Charter School with Charter School approval without receiving compensation.

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with REACH a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the REACH Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with students.

3. Volunteering must be arranged with the classroom teacher and Executive Director or designee, at least forty-eight (48) hours in advance.
4. A volunteer may not volunteer in the classroom for more than three (3) hours per month.
5. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide, the volunteer may leave their volunteer position for that day.
6. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act (“FERPA”) Policy.
7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
8. Volunteerism by parents is encouraged but not mandatory. Any volunteer hours are tracked for purposes of maintaining data on the parent participation at the School.

Visitation

1. Visits during school hours should first be arranged with the teacher and Executive Director or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents/guardians seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Executive Director or designee.
2. All visitors (including volunteers) shall register in the Visitors Logbook and complete a Visitor’s Permit in the main office immediately upon entering any school building or grounds when during regular school hours. When registering,

the visitor is required to provide their name, address, age (if under 21), their purpose for entering school grounds, and proof of identity.

3. For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises.
4. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g., fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. REACH reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.
5. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. REACH shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by REACH, consistent with the law. The REACH Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.
6. Except for unusual circumstances, approved by the Executive Director, REACH visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.
7. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Executive Director's written permission.
8. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Logbook in the main office.

Limitations of Volunteering or Visitation

1. The Executive Director or designee may seek the assistance of the police in managing or reporting any visitor or volunteer in violation of this Policy.
2. The Executive Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
3. The Executive Director may direct a visitor without lawful business on campus to leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school, or disrupt the school or its students, or school activities. Any visitor who is directed to leave by the Executive Director or designee will not be permitted to return to the Charter School campus for at least seven (7) calendar days.
4. The Executive Director or designee may withdraw consent to be on campus for up to fourteen (14) calendar days even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt REACH's orderly operation. Consent shall be reinstated whenever the Executive Director has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the school campus. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the two-week period. The written request shall state the address to which notice of hearing is to be sent. The Executive Director shall grant such a hearing not later than seven (7) calendar days from the date of receipt of the request and shall immediately mail a written notice of the time, place, and date of such hearing to such person.
5. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if the visitor reenters the school without following the posted requirements the visitor will be guilty of a misdemeanor.
6. This Policy does not authorize REACH to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Posted Notifications

At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located, and what route to take to that office, and setting forth the penalties for violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, the visitor will be guilty of a misdemeanor, which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, any visitor whose conduct materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction, by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.
3. Disruptive conduct may lead to REACH's pursuit of a restraining order against a visitor, which would prohibit the visitor from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

COMMUNITY CODE OF CONDUCT POLICY

The REACH Leadership STEAM Academy (“REACH” or “Charter School”) Board of Directors (“Board”) enacts this Policy to ensure a safe, respectful, and hostile-free work and educational environment. This Policy is intended to provide a set of general principles and guidelines for family interactions with other enrolled families, school staff, visitors, and volunteers.

SCOPE

This Policy applies to all members of the REACH community: parents, guardians, foster parents, all other educational rights holders and caregivers, and visitors and volunteers (hereinafter collectively referred to as “community members”). This policy applies to in-person interactions on school grounds and at school-sponsored events, as well as to telephonic, email, and other online interactions.

CONDUCT EXPECTATIONS

- (a) When visiting or volunteering at the school, community members should observe all rules of the school, including checking in and out at the main office. For purposes of school safety and security, the **Executive Director** or designee may design a visible means of identification for visitors while on school premises. All visitors (including parents/guardians) are asked to comply with current mandated and recommended health and safety protocols. This Policy does not authorize REACH to permit a community member to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.
- (b) REACH welcomes email communications. In today’s digital age, we understand that this is often one of the more convenient forms of communication. REACH teachers and staff shall strive to respond to emails within three (3) school days. If you are communicating regarding an urgent or emergency situation, please contact the school office directly. If you find yourself sending multiple emails a day or week, we encourage you to consider whether it may be more effective and beneficial to schedule a meeting with the teacher/staff to discuss your concerns rather than going back and forth via email.
- (c) Our teachers and staff are available to schedule dedicated time to speak with community members about their needs and concerns. That said, please be respectful of teacher and staff time and their duty to supervise and see to the needs of the students during the regular school day. If you would like to speak with a teacher or staff member, please avoid doing so without an appointment, especially if it is during drop-off or pick-up when the teacher or staff member’s attention may be most impacted.

- (d) If a community member feels that the actions of another enrolled child have infringed upon the rights of their own child, under no circumstances shall the community member approach the other child at school or at a school-sponsored activity, to address or chastise them regarding the situation. The community member may contact the classroom teacher or other administrator to report the incident. Alternatively, the community member may file written complaint pursuant to the school's General Complaint Policy, Uniform Complaint Procedures Policy, or Title IX, Harassment, Discrimination, Intimidation, & Bullying Policy. These policies and corresponding complaint forms are available for review on the school website or upon request.
- (e) If a community member has a question, concern, or grievance regarding a teacher or other staff member, the community member should first attempt to resolve the issue directly with the teacher/staff member in question. Please remember that confrontations in public spaces, or around students or other parents/staff can disrupt the educational environment and should be avoided. Community members are encouraged to schedule a private meeting with the teacher/staff member, at a time and place where their concerns can be discussed thoroughly and the actions giving rise to such concerns explained. When emailing a teacher/staff member, please note that you may not receive an immediate response. All school employees will respond to email communications as soon as possible, within three (3) school days. Alternatively, the community member may file written complaint pursuant to the school's General Complaint Policy, Uniform Complaint Procedures Policy, or Title IX, Harassment, Discrimination, Intimidation, & Bullying Policy. These policies and corresponding complaint forms are available for review on the school website or upon request.
- (f) All communications, whether oral or written, with other community members or school staff shall remain respectful and address the issues at hand. Yelling, taunting, threatening, or other abusive behavior, including cursing, using foul language, or making derogatory remarks, are not acceptable means of communication. Community members are expected to resolve issues through civil and respectful discourse, tone, and body language.
- (g) Community members shall be cognizant of setting a good example for students and maintaining a non-hostile educational environment. Derogatory or otherwise inappropriate comments against other community members or members of the school staff, while never condoned, shall categorically not be made in the presence of students. We request that community members air their grievances and voice their concerns in a productive manner, and through the appropriate channels, as described within this Policy and the Charter School complaint policies referenced above.

CONSEQUENCES FOR VIOLATION

If a community member violates the above conduct expectations, REACH may take any of the following actions:

1. The Executive Director or designee may issue a verbal or written warning to the community member.
2. The Executive Director, or designee, may refuse to register a community member seeking to visit or volunteer on campus or at a school-related activity off-campus if it is believed that the presence of the community member would cause a threat of disruption or physical injury to teachers, other employees, or students. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds.
3. The Executive Director or designee may direct a community member without lawful business on campus to leave campus when the community member's presence or acts interfere with the peaceful conduct of the activities of the school, or disrupt the school or its students, or school activities.
4. Any community member who is directed to leave by the Executive Director or designee will not be permitted to return to the REACH campus for at least seven (7) calendar days. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if the visitor reenters the school without following the posted requirements the visitor will be guilty of a misdemeanor pursuant to Cal Ed Code 32211(a).
5. The Executive Director or designee may withdraw consent to be on campus for up to fourteen (14) calendar days even if the community member has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt REACH's orderly operation. Consent may be reinstated at the discretion of the Executive Director prior to the expiration of the fourteen (14) calendar day timeline, whenever the Executive Director has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the school campus. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the two-week period. The written request shall state the address to which notice of hearing should be sent. The Executive Director shall grant such a hearing not later than seven (7) calendar days from the date of receipt of the request and shall immediately mail a written notice of the time, place, and date of such hearing to such person.

6. If attempts to resolve the situation directly with the community member are unsuccessful, the Executive Director or designee may seek the assistance of law enforcement in managing or reporting any community members in violation of this Policy.

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