

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION



FAMILY HANDBOOK 2024-2025



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WELCOME MESSAGE

The Academies: *Elevating Academics in an Enriching Environment*

Welcome to The Academies Charter Management Organization (TACMO) family! We are thrilled you have chosen to take part in the journey to realize the mission and vision of TACMO in our community!

The mission of The Academies is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. The Academies is a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

Our vision is a community that offers high-quality educational opportunities to families and children, including its gifted and talented students, and a school that provides an alternative, innovative program that enriches and challenges all students.

This Family Handbook is a reference guide for the families of students at TACMO. It provides general information regarding our policies and procedures. We encourage you to read this Handbook carefully. The policies set forth in here may be changed from time to time at TACMO's discretion. Once you have reviewed this Handbook, please sign the acknowledgement form at the end of this Handbook and return it to your child's teacher. This signed acknowledgement demonstrates to TACMO that you have read, understand and agree to comply with the policies and procedures outlined in the Handbook.

If you have any questions about this Handbook or any policy or procedure of The Academies, please reach out to our Principals, Superintendent or Board Chairperson.

We look forward to working together to achieve TACMO's mission and vision, proving that schools that put students first can be successful both in quantitative and qualitative terms, and that a student-centered focus produces maximal student, staff, and family well-being.

Sincerely,

Donya Ball, Ed.D.
Superintendent
The Academies Charter
Management Organization

Corey Morse
Principal
Sycamore Valley Academy

Staci Soares
Principal
Blue Oak Academy

Harold Rollin, Esq.
Board Chair and SVA Parent
The Academies Charter
Management Organization

About The Academies Charter Management Organization (TACMO)

Sycamore Valley Academy (SVA) was founded by a team of community leaders led by Ruth Dutton. Ruth Dutton decided to hire a successor to take on The Academies and its schools at the end of 2018-19. Donya Ball is the Superintendent of The Academies Charter Management Organization, the nonprofit organization that operates Sycamore Valley Academy and Blue Oak Academy. First work to start the school began in August of 2010, and Sycamore Valley's charter was first authorized by Visalia Unified School District on October 11, 2011. It was later renewed by the Tulare County Office of Education on December 9, 2016, when the SVA team decided it would serve our mission/vision and our community to grow this educational option and open a second K-8 school, Blue Oak Academy. At this time, the nonprofit was renamed "The Academies Charter Management Organization," or "TACMO," and a home office was established to support the two charter schools in our network.

There are many ways Sycamore Valley Academy and Blue Oak Academy differ from other educational models and systems. Here are some of its most identifiable distinctions:

- **Multi-age Grouping/Looping**
 - Students are grouped in Transitional Kindergarten, Kindergarten, 1st, 2nd/3rd multi-age, 4th/5th multi-age, 6th/7th/8th multi-age. Multi-age classrooms include students from at least two grade levels. These are created intentionally, guided by student need, with the purpose to scaffold or accelerate learning. The looping model is a structure that places a teacher to spend at least two years with the same group of students.
- **Differentiation**
 - We utilize the common core standards in a student-responsive way. We keep students challenged according to what they are ready for next - not their date of birth. We use the GATE standards (acceleration, depth, complexity, and novelty) as well as accommodations and modifications, as necessary, to differ the curriculum and develop our students as thinkers.
- **Mastery Orientation**
 - Our atmosphere is geared toward the goal of constant learning for all. For students, we have removed impediments to learning such as teaching grade level only objectives, so that students are able to learn and grow at their own rate. Because we believe learning is about continuous progress on a life-long continuum, we expect that our staff is also committed to continuous professional growth and improvement. Our staff sets annual professional goals, and we have an observation and evaluation process at our school that is iterative and supportive so that our professionals can continually improve their practice and enjoy the joy of growing in their jobs.
- **Thematic Learning (aka "Universal Concepts")**
 - We unify the core academic subject areas through larger, conceptual themes to help students develop the habit of connection-making and seeing the "big picture," as well as to provide relevance for their learning.
- **Project-Based Learning**
 - Each class completes a minimum of three project-based learning units over the course of the academic year. We use projects to make learning meaningful and personal for students,

and to facilitate the development of higher-level, critical thinking skills, and 21st Century skills. We use the Buck Institute and the PBL core models for PBL to design high quality, interdisciplinary projects for students.

- **Enrichment**

- We devote significant instructional time to subject areas that other schools consider “extras” or do not provide at all. These include Art, Music Appreciation, and Spanish language. In addition, we place a priority on enriching instruction in the core academics – using authentic literature for English/Language Arts, for example, and providing hands-on Science instruction in all classes.

- **Social-Emotional Learning**

- Teachers devote time to the development of students’ social-emotional awareness and skills through the use of Classroom Meetings, and a school-wide instruction of social-emotional skills such as empathy, emotion management, problem solving, self-regulation, executive function skills, and skills for learning.

- **Authentic Assessment**

- Student learning is evaluated via projects, performances, collaborative work, teacher observation, Socratic seminars, art, and drama, in addition to paper and pencil outputs. Student portfolios provide evidence of learning, and these include a collection of work samples from the content areas over the course of an academic year. SVA & BOA use iReady and Lucy Calkins Guided Reading Level assessments (“GRL”) as its internal benchmarking assessments on a trimester basis. However, this institution believes multiple and varied sources of data help us have the clearest picture of student learning.

- **Parent Partnering**

- SVA and BOA values the wisdom and insight of parents, and invites parents to participate in the life of the school. We welcome parent volunteers and involvement.

All of the above features are anchored in The Academies Charter Management Organization’s core belief that school programs should be designed with the goal to produce well-adjusted adults, not aligned behind particular tests or exams. With this in mind, TACMO has identified the following school-wide **Learning Outcomes**, which, along with our **Motto**, **Mission**, and **Vision**, consistently inform TACMO staff as we implement our program.

LEARNING OUTCOMES

- Inquisitive, critical thinkers
- Virtuous, courageous, and intelligent individuals
- Self-motivated, competent, life-long learners
- Confident leaders in the 21st century world
- Creative and effective problem-solvers
- Empowered, able citizens in a democratic society

MOTTO

Elevating Academics in an Enriching Environment

MISSION

The MISSION of The Academies Charter Management Organization is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. The Academies Charter Management Organization is a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

La misión de la escuela The Academies Charter Management Organization es la de proveer una educación valiosa y significativa en un ambiente enriquecedor donde los estudiantes son desafiados constantemente y su curiosidad natural, creatividad y talentos pueden desarrollarse. The Academies Charter Management Organization es una comunidad colaborativa de educadores y familias trabajando juntos para ayudar a nuestros estudiantes a transformarse en ciudadanos inteligentes, virtuosos y valientes, equipados con amor por el aprendizaje, amor por la vida y deseosos de contribuir a un mundo mejor.

VISION

TACMO models transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

TACMO modela un cambio transformador en la educación mediante la elevación de las expectativas de aprendizaje y crecimiento. Con firmeza de carácter, tenacidad y empatía, mejoramos el mundo que nos rodea, aceptando desafíos como solucionadores de problemas. Creamos una comunidad inclusiva con acceso a experiencias educativas rigurosas y enriquecedoras que desafían y apoyan a los individuos para alcanzar la excelencia individual y hacer realidad nuevas oportunidades.

THE ACADEMIES ALL STAFF LIST 2024-25
CHARTER MANAGEMENT ORGANIZATION

August 2024

Last Name	First Name	Title/Position	Email
CHARTER MANAGEMENT ORGANIZATION ADMINISTRATIVE AND SUPPORT STAFF			
Ball	Donya	Superintendent	dball@theacademiescharters.org
Dolin	Shauna	Human Resources Director	sdolin@theacademiescharters.org
Van Groningen	Claudia	Operations Director	claudiav@theacademiescharters.org
Tanner	Judah	Director of Special Education	jtanner@theacademiescharters.org
Nelson	Stacey	Administrative Manager	snelson@theacademiescharters.org
Eastman	Krystal	CMO Office Assistant	keastman@theacademiescharters.org
Jones	Jackie	Mental Health Clinician	jjones@theacademiescharters.org
Barajas	Veronica	School Psychologist Intern	vbarajas@theacademiescharters.org
Roepke-Brenner	Katie	School Nurse	kroepke-brenner@theacademiescharters.org
Ventura	Lauren	After School Program Coordinator	lventura@theacademiescharters.org
BLUE OAK ACADEMY ADMINISTRATIVE AND SUPPORT STAFF			
Soares	Staci	Principal	ssoares@blueoakacademy.org
Vance	Alexis	Vice Principal	avance@blueoakacademy.org
Anderson	Wendy	Office Assistant	wendyanderson@blueoakacademy.org
Nunez	Christina	Office Assistant	cnunez@blueoakacademy.org
Guzman	Laura	Health Aide	lguzman@blueoakacademy.org
Lira	Sue	Custodian	slira@blueoakacademy.org
BLUE OAK ACADEMY CORE ACADEMIC TEACHING STAFF			
Johnson	Cristina	Instructional Coach	cjohnson@blueoakacademy.org
Aguilar	Laurie	Transitional Kindergarten Teacher	laguilar@blueoakacademy.org
Ramage	Jennifer	Transitional Kindergarten Teacher	jramage@blueoakacademy.org
Hendrick	Amanda	Kindergarten Teacher	ahendrick@blueoakacademy.org
Ice	Alexandra	Kindergarten Teacher	aice@blueoakacademy.org
Weeaks	Tina	Kindergarten Teacher	tweeaks@blueoakacademy.org
Orr	Chrissy	1 st Grade Teacher	corr@blueoakacademy.org
Hendershot	Jocelyn	1 st Grade Teacher	jhendershot@blueoakacademy.org
Enos	Devon	2 nd / 3 rd Grade Teacher	denos@blueoakacademy.org
Leonardo	Jennifer	2 nd / 3 rd Grade Teacher	jleonardo@blueoakacademy.org
Villarreal	Stephanie	2 nd / 3 rd Grade Teacher	svillarral@blueoakacademy.org
Enriquez	Rafael	4 th / 5 th Grade Teacher	renriquez@blueoakacademy.org
Rodriguez	Gabriel	4 th / 5 th Grade Teacher	grodriguez@blueoakacademy.org
Ream	Julia	4 th / 5 th Grade Teacher	jream@blueoakacademy.org
Britter	David	Middle School Teacher	dbritter@blueoakacademy.org
Gravitt	Kristina	Middle School Teacher	kgravitt@blueoakacademy.org
Keck	Stephanie	Middle School Teacher	skeck@blueoakacademy.org
Martinez	Jacob	Middle School Teacher	jmartinez@blueoakacademy.org
Godinez	Leslie	Long-Term Float Substitute Teacher	lgodinez@blueoakacademy.org
BLUE OAK ACADEMY ENRICHMENT, INTERVENTION, AND SPECIAL EDUCATION TEACHING STAFF			
Brumfield	Thomas	Enrichment Teacher: P.E.	tbrumfield@blueoakacademy.org
Bakke	Brianna	Education Specialist	bbakke@theacademiescharters.org
Esquivel	Justine	Education Specialist	jesquivel@blueoakacademy.org
Juarez	Jessica	Enrichment Teacher: STEAM	jessicajuarez@blueoakacademy.org
Juarez	Jessica	Intervention Teacher: Math	jessicajuarez@blueoakacademy.org
McMahon	Shannon	Enrichment Teacher: Music	smcmahon@theacademiescharters.org
Villasenor	Arturo	Enrichment Teacher: Spanish	avillasenor@blueoakacademy.org

THE ACADEMIES ALL STAFF LIST 2024-25
CHARTER MANAGEMENT ORGANIZATION

August 2024

Last Name	First Name	Title/Position	Email
BLUE OAK ACADEMY AIDE STAFF			
Aguilar	Giselle	Instructional & ASP Aide	gaguilar@blueoakacademy.org
Alvarado	Jessica	Instructional Aide	jalvarado@blueoakacademy.org
Ananian	Gina	Instructional & Library Aide	gananian@blueoakacademy.org
Anderson	Eric	Enrichment Aide: Music	eanderson@blueoakacademy.org
Burton	Tiffany	Instructional & ASP Aide	tburton@blueoakacademy.org
Chase	Taliah	Instructional & ASP Aide	tchase@blueoakacademy.org
Clark	Kristen	Instructional Aide	kclark@blueoakacademy.org
Clark	Reagan	Instructional & ASP Lead Aide	rclark@blueoakacademy.org
De Los Reyes-Martinez	Angela	Instructional Aide	areyes-martinez@blueoakacademy.org
Dias	Kaila	Special Education & ASP Aide	kdias@blueoakacademy.org
Galindo	Erica	Intervention Aide	egalindo@blueoakacademy.org
Ge	Ling	Instructional Aide	lge@blueoakacademy.org
Gutierrez	Natalya	Instructional Aide	ngutierrez@blueoakacademy.org
Gutierrez	Isabel	Instructional Aide	igutierrez@blueoakacademy.org
McGill	Briana	Instructional Aide	bmcgill@blueoakacademy.org
McGill	Shelby	Special Education Aide	smcgill@blueoakacademy.org
McKaye	Delany	Special Education Aide	dmckaye@blueoakacademy.org
Medina	Corina	Intervention Aide	cmedina@blueoakacademy.org
Mercado	Iris	Special Education & ASP Aide	imercado@blueoakacademy.org
Merrill	Anessa	Instructional & ASP Aide	amerrill@blueoakacademy.org
Mervin	Brittany	Behavior Technician Aide	bmervin@blueoakacademy.org
Olea	Natalie	Instructional & ASP Aide	nolea@blueoakacademy.org
Pickett	Jasmine	Special Education Aide	jpickett@blueoakacademy.org
Prendiz	Ashlyn	After School Program Aide	aprendiz@blueoakacademy.org
Valencia	Cindy	Instructional & ASP Aide	cvalencia@blueoakacademy.org
Vazquez	Karla	Instructional Aide	kvazquez@blueoakacademy.org
Vazquez	Jimena	After School Program Aide	jvazquez@blueoakacademy.org
Villagomez	Jessica	Instructional Aide	jvillagomez@blueoakacademy.org
Wilkins	Danielle	Special Education Aide	dwilkins@blueoakacademy.org

COMMUNICATING WITH TACMO STAFF

TACMO classroom teachers and other staff are open and eager to hear thoughts, questions, comments, and concerns. When you have these things to share with our staff, we want to be able to give that comment or concern our full attention.

In order to do this effectively and safely, please review and follow these guidelines for when and how to have these communications with staff.

Teachers and other staff use the ParentSquare app which allows them to quickly send important information and reminders to families. Within the first days of school, teachers will give out information about connecting to this service. Please make sure that we have up-to-date cell phone information. In addition, please follow the following guidelines for communicating with staff:

- Try to use **EMAIL or ParentSquare messaging** first! During the school day, we expect our staff to have their full attention turned to the safety of our students and to supporting their learning.
- If you are unable to sort out the concern via email or need to speak directly to the teacher, please use email or give a phone call to **set an appointment** to meet with the teacher. The teacher will always be more able to give you his/her attention in a scheduled appointment.
- If you do see the teacher or staff in the hall and are desperate to meet, please ask that teacher first, “Do you have time to see me now? If not, when could I come back and speak with you?” This allows for the teacher to talk with you if he/she is available, or to let you know when it would be more appropriate.
- Please remember that teachers need to keep their focus on students' learning and social development the whole school day, including during morning line up and as they cover their duties supervising students after the final bell. Their breaks from the classroom during the day are short and must be covered by another adult during school hours.

Working together we can address the thoughts and concerns of parents as they arise while also keeping the focus on learning and student safety during our instructional days. For other topics constituting complaints, please see the “Complaint Procedures” section of this Handbook.

THE ACADEMIES

CHARTER MANAGEMENT ORGANIZATION



ACADEMIC CALENDAR

2024-2025

AUGUST 2024 (14)

MON	TUE	WED	THU	FRI
			1	2
5	6 X	7 X	8 X	9 T
12 T	13	14 E	15	16
19	20	21 E	22	23
26	27	28 E	29	30

SEPTEMBER 2024 (19)

MON	TUE	WED	THU	FRI
2 H	3	4 E	5	6
9	10	11 E	12	13
16 X	17	18 E	19	20
23	24	25 E	26	27
30				

OCTOBER 2024 (20)

MON	TUE	WED	THU	FRI
	1	2 E	3	4
7	8	9 E	10	11 X
14 H	15 L	16 E	17	18
21	22	23 E	24	25
28	29	30 E	31	

NOVEMBER 2024 (13)

MON	TUE	WED	THU	FRI
				1
4	5	6 E	7	8*
11 H	12	13 E	14	15
18	19	20 E	21 C	22 C
25 L	26 L	27 L	28 H	29 L

DECEMBER 2024 (15)

MON	TUE	WED	THU	FRI
2	3	4 E	5	6
9 L	10	11 E	12	13
16	17	18 E	19	20 L
23 L	24 L	25 H	26 L	27 L
30 L	31 L			

JANUARY 2025 (14)

MON	TUE	WED	THU	FRI
		1 H	2 L	3 L
6 L	7 L	8 L	9 L	10 L
13	14	15 E	16	17
20 H	21	22 E	23	24
27 L	28	29 E	30	31

FEBRUARY 2025 (18)

MON	TUE	WED	THU	FRI
3	4	5 E	6	7
10	11	12 E	13	14 X
17 H	18	19 E	20	21
24	25	26 E	27	28

MARCH 2025 (19)

MON	TUE	WED	THU	FRI
3	4	5 E	6	7*
10	11	12 E	13	14
17 L	18	19 E	20 C	21 C
24	25	26 E	27	28
31				

APRIL 2025 (17)

MON	TUE	WED	THU	FRI
	1	2 E	3	4
7	8	9 E	10	11
14 L	15 L	16 L	17 L	18 L
21	22	23 E	24	25
28	29	30 E		

MAY 2025 (21)

MON	TUE	WED	THU	FRI
			1	2
5	6	7 E	8	9
12	13	14 E	15	16
19	20	21 E	22	23
26 H	27	28 E	29	30

JUNE 2025 (5)

MON	TUE	WED	THU	FRI
2	3	4 E	5	6* L
9	10	11	12	13
16	17	18	19 H	20
23	24	25	26	27
30				

 No Student Attendance: School NOT in Session

 Regular School Day: Grades TK-8

 E Early Release Day: Grades TK-8 dismiss at 1:00 PM

 L Minimum Day: Grades TK-8 dismiss at 12:15 PM

*End of Trimester

C = Conference Day

H = National Holiday

L = Local Student
Non-Attendance Day

X = Staff Development

T = Teacher Work Day



☒ Optional After-School Programs run until 5:30 PM

☒ Students must be in line and ready to learn at 8:10 AM

GRADES TK + K		GRADE 1		GRADES 2 + 3		GRADES 4 + 5		GRADES 6 + 7 + 8	
7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens
8:10	Instruction Begins 1 Hour 20 Minutes	8:10	Instruction Begins 1 Hour 20 Minutes	8:10	Instruction Begins 1 Hour 50 Minutes	8:10	Instruction Begins 2 Hours 10 Minutes	8:10	Instruction Begins 2 Hours 35 Minutes
9:30	Recess Begins	9:30	Recess Begins	10:00	Recess Begins	10:20	Recess Begins	10:45	Break Begins
9:50	Recess Ends Instruction Begins 1 Hour 10 Minutes	9:50	Recess Ends Instruction Begins 1 Hour 35 Minutes	10:20	Recess Ends Instruction Begins 1 Hour 30 Minutes	10:40	Recess Ends Instruction Begins 1 Hour 35 Minutes	11:00	Break Ends Instruction Begins 1 Hour 40 Minutes
11:00	TK Lunch/Recess Begin	11:25	Lunch/Recess Begin	11:50	Lunch/Recess Begin	12:15	Lunch/Recess Begin	12:40	Lunch Break Begins
11:25	K Lunch/Recess Begin	12:05	Lunch/Recess End Instruction Begins 1 Hour 15 Minutes	12:30	Lunch/Recess End Instruction Begins 1 Hour 15 Minutes	12:55	Lunch/Recess End Instruction Begins 1 Hour 10 Minutes	1:20	Lunch Break Ends Instruction Begins 2 Hours 10 Minutes
11:40	TK Lunch/Recess End Instruction Begins 1 Hour 50 Minutes	1:20	Recess Begins	1:45	Recess Begins	2:05	Recess Begins	3:30	Dismissal
12:05	K Lunch/Recess End Instruction Begins 1 Hour 25 Minutes	1:40	Recess Ends Instruction Begins 1 Hour 50 Minutes	2:05	Recess Ends Instruction Begins 1 Hour 25 Minutes	2:25	Recess Ends Instruction Begins 1 Hour 5 Minutes		
1:30	Dismissal	3:30	Dismissal	3:30	Dismissal	3:30	Dismissal		



DAILY SCHEDULE • EARLY RELEASE DAY

2024-2025



☒ Optional After-School Programs run until 5:30 PM

☒ Students must be in line and ready to learn at 8:10 AM

GRADES TK + K		GRADE 1		GRADES 2 + 3		GRADES 4 + 5		GRADES 6 + 7 + 8	
7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens
8:10	Instruction Begins 1 Hour 20 Minutes	8:10	Instruction Begins 1 Hour 20 Minutes	8:10	Instruction Begins 1 Hour 50 Minutes	8:10	Instruction Begins 2 Hours 10 Minutes	8:10	Instruction Begins 2 Hours 35 Minutes
9:30	Recess Begins	9:30	Recess Begins	10:00	Recess Begins	10:20	Recess Begins	10:45	Break Begins
9:50	Recess Ends, Instruction Begins TK 1 Hour 10 Minutes K 1 Hour 35 Minutes	9:50	Recess Ends Instruction Begins 1 Hour 35 Minutes	10:20	Recess Ends Instruction Begins 1 Hour 30 Minutes	10:40	Recess Ends Instruction Begins 1 Hour 35 Minutes	11:00	Break Ends Instruction Begins 1 Hour 40 Minutes
11:00	TK Lunch/Recess Begin	11:25	Lunch/Recess Begin	11:50	Lunch/Recess Begin	12:15	Lunch/Recess Begin	12:40	Lunch Begins
11:25	K Lunch/Recess Begin	12:05	Lunch/Recess End Instruction Begins 55 Minutes	12:30	Lunch/Recess End Instruction Begins 30 Minutes	12:55	Lunch/Recess End Instruction Begins 5 Minutes	1:00	Lunch Ends Dismissal
11:40	TK Lunch/Recess End Instruction Begins 1 Hour 20 Minutes	1:00	Dismissal	1:00	Dismissal	1:00	Dismissal		
12:05	K Lunch/Recess End Instruction Begins 55 Minutes								
1:00	Dismissal								



DAILY SCHEDULE • MINIMUM DAY

2024-2025



☒ Optional After-School Programs run until 5:30 PM

☒ Students must be in line and ready to learn at 8:10 AM

GRADES TK + K		GRADE 1		GRADES 2 + 3		GRADES 4 + 5		GRADES 6 + 7 + 8	
7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens	7:35	Campus Opens
8:10	Instruction Begins 1 Hour 20 Minutes	8:10	Instruction Begins 1 Hour 20 Minutes	8:10	Instruction Begins 1 Hour 35 Minutes	8:10	Instruction Begins 1 Hour 50 Minutes	8:10	Instruction Begins 2 Hours 5 Minutes
9:30	Recess Begins	9:30	Recess Begins	9:45	Recess Begins	10:00	Recess Begins	10:15	Break Begins
9:45	Recess Ends Instruction Begins 1 Hour	9:45	Recess Ends Instruction Begins 1 Hour 20 Minutes	10:00	Recess Ends Instruction Begins 1 Hour 5 Minutes	10:15	Recess Ends Instruction Begins 1 Hour 10 Minutes	10:30	Break Ends Instruction Begins 1 Hour 25 Minutes
10:45	Lunch/Recess Begin	11:05	Lunch/Recess Begin	11:05	Lunch/Recess Begin	11:25	Lunch/Recess Begin	11:55	Lunch Begins
11:25	Lunch/Recess End Instruction Begins 55 Minutes	11:45	Lunch/Recess End Instruction Begins 35 Minutes	11:45	Lunch/Recess End Instruction Begins 35 Minutes	12:05	Lunch/Recess End Instruction Begins 15 Minutes	12:15	Lunch Ends Dismissal
12:15	Dismissal	12:15	Dismissal	12:15	Dismissal	12:15	Dismissal		

MINIMUM DAY SCHEDULE

All grades dismiss at 12:15 PM on the following minimum days:

2024

Monday • December 9, 2024
Friday • December 20, 2024

2025

Monday • January 27, 2025
Monday • March 17, 2025
Friday • June 6, 2025

FOGGY DAY SCHEDULE

Sycamore Valley Academy and Blue Oak Academy will be open at regular start times every day of the school calendar, but families are advised to exercise extra caution when traveling to school in foggy weather, or may opt to bring students to school late, after the fog has lifted.

Students will not be penalized for being tardy: please provide a written or phone excuse to the school, indicating foggy weather as the reason for the student's delay.

DROP OFF AND PICK UP PROCEDURES

The following is TACMO Student Policy 12-009.

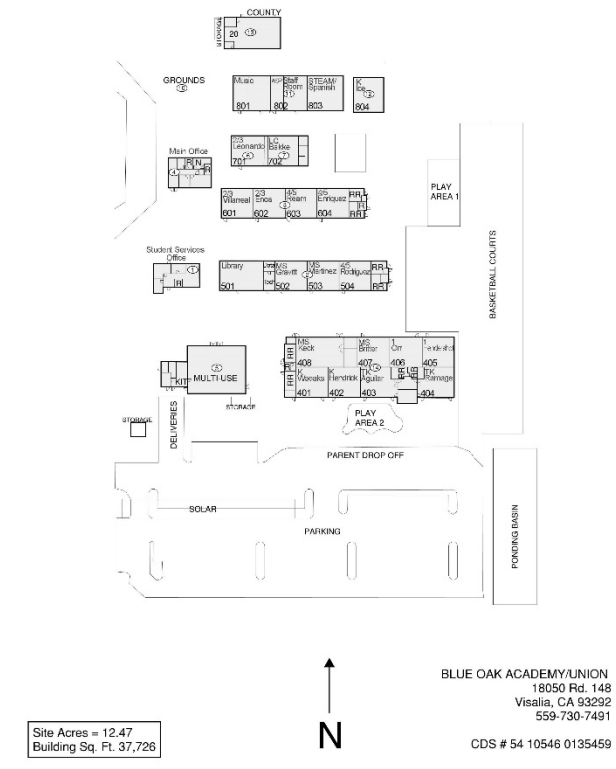
Gates will open at 7:35 AM. Students are not allowed on campus prior to that time. Once a student arrives at school, he/she may not leave campus before dismissal unless a parent or guardian signs the student out at the front office. Parents and students should be aware that no adult supervision is provided prior to 7:35 AM, and neither TACMO nor Tulare County Office of Education assumes any responsibility for students who are dropped off at the school site prior to that time.

All students will report to their classrooms by 8:10 AM when the start bell rings. Other than the first day of school, parents are discouraged from escorting students on campus. After 8:10, all adults and children must first go through proper check-in at the school's front office. ***NOTE: Any students arriving after 8:15 are tardy and MUST obtain a note from the office before going to their class.*NOTE: Any students arriving after 8:15 are tardy and MUST obtain a note from the office before going to their class.**

Supervision is provided for **15 minutes** after school is out. Students who are not enrolled in ASP will be escorted to the office, where office staff will call home. Students will then be sent to ASP if parents are contacted and agree to send the child to the program, for which they will be required to register and pay associated fees. Child Welfare Services will be alerted if a student has not been picked up after 30 minutes beyond the school day and no contact has been made with the office. If a parent has an appointment with a teacher, the parent can sign in and enter campus after students are dismissed. A Kindergarten student may not wait after school for a student in another grade to be dismissed at 3:30 PM. Enrollment in the afterschool "Kindergarten Bridge" program is an option for these students.

If it is necessary to park across the street on either Rd. 148 for drop-off or pick up, parents must park their vehicle and escort their student across the street at the crosswalk. Jaywalking is prohibited by law and is unsafe for pedestrians.

Parents are asked to observe safe driving habits in the school zone. On Road 148, parallel parking is the only option. Please do not double-park, park in fire lanes or park in handicapped parking spaces (unless you display a handicapped marker/license).



Rd. 148

Parent Drop-Off

Parents can use the drop-off lane in the parking lot (Caldwell) or park and walk them to the main entrance gate.

Parent Pick-Up

Parents can use the pick-up lane in the parking lot (Caldwell) or park and pick students up from teachers at the main entrance.

ATTENDANCE

Regular attendance is essential to a student's success in school. Most subjects are taught in sequence, requiring the understanding of each concept in order of its presentation. Furthermore, regular attendance promotes the development and maintenance of scholarly habits. Persistent absenteeism creates a genuine hardship for a student and is regarded as a very serious problem. Students with excessive tardiness or absences may be required to meet with site or district personnel to discuss an improvement plan for chronic absenteeism, which may include being placed on an attendance contract.

Parents will be notified on a monthly basis of student absences in order to ensure consistent school to home communication.

VERIFICATION OF ABSENCES

If your student must be absent from school, please verify the absence by phone at **(559) 730-7422** or by email at office@blueoakacademy.org by **10 AM on the day of the absence**. It is also acceptable (but not preferable) for your student to bring a written note signed by a parent or guardian explaining their absence from school upon their return to school.

When you call, email or write a note to verify an absence, please be sure to state the reason for the child's absence from school. No absence can be excused unless it falls within the approved list designated by California Education Code 48205 which states:

A pupil shall be excused from school when the absence is:

1. Due to his or her illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of his or her immediate family*, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by law. [Must be approved in advance]
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in 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 superintendent of the school district.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

LEAVING SCHOOL DURING THE SCHOOL DAY

As every moment of your child's learning time at BOA is valuable, please make every effort to schedule appointments outside of normal school hours. In the event that a daytime appointment cannot be avoided, please provide advance notice to your child's teacher and allow for time before your appointment to sign your child out from the front office.

TRANSFERS TO ANOTHER SCHOOL

If it becomes necessary for your child to leave BOA during the year, please notify the school as soon as possible so your transfer can be made speedily and efficiently. All permanent records will be sent directly to the new school. Your prompt notification helps BOA because it allows new students to enter from our waitlist rapidly.

INDEPENDENT STUDY POLICY

The following is TACMO Board Policy 12-020.

The Governing Board of The Academies Charter Management Organization ("TACMO"), which operates Sycamore Valley Academy and Blue Oak Academy (hereinafter, collectively the "Charter Schools") may offer independent study to meet the short or long-term educational needs of students enrolled in the Charter Schools. Independent study may be permitted, upon request, at the sole discretion of the Superintendent or designee. The Superintendent or designee's considerations for approving independent study may include, but are not limited to, the student's current academic standing, the student's grade level, the timing during the grading period, the purpose of the absence for which independent study is requested, previous participation in independent study, and input from teachers, MTSS team, 504 team, or IEP team as applicable. The Superintendent or designee shall not deny a request for independent study on the basis of race, ethnicity, age, gender, mental or physical disability or on the basis of any other protected characteristic, either actual or perceived.

Independent study is an optional education alternative in which no pupil may be required to participate, and is designed to teach the knowledge and skills of the core curriculum. The Charter Schools shall provide appropriate existing services and resources to enable students to complete their independent study successfully. The following written policies have been adopted by the TACMO Board for implementation at the Charter Schools:

1. For pupils in all grade levels and programs offered by the Charter Schools, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be ten (10) school days.
2. The Superintendent or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete three (3) assignments during any period of ten (10) school days.
 - b. In the event a pupil's educational progress falls below satisfactory levels as determined by the Charter Schools' site principal, who shall consider ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter Schools shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.
4. The Charter Schools have adopted tiered reengagement strategies* for the following pupils:

- a. All pupils who are not generating attendance for more 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
- b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
- c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil.
- b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation.
- c. Outreach from the Charter Schools to determine pupil needs, including connection with health and social services as necessary.
- d. When the evaluation described above under paragraph 2 is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil- parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

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

- a. For pupils in transitional kindergarten and grades 1 to 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:
 - i. Each student shall be provided opportunities for daily synchronous instruction by the student's assigned supervising teacher, as determined in the student's Master Agreement.
- a. For pupils in grades 4 to 8, inclusive, the plan to provide opportunities for both daily live interaction between the pupil and a certificated or non- certificated employee of the Charter Schools and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:
 - ii. Each student shall be provided opportunities for daily live interaction with a certificated or non-certificated employee of the Charter Schools and at least weekly synchronous instruction by the student's assigned supervising teacher, as determined in the student's Master Agreement.

6. The following plan* shall be utilized to transition pupils whose families wish to return to in- person instruction from independent study expeditiously, and, in no case, later than five instructional days:

- a. Parents will make a request to the Charter Schools' Superintendent and/or site principal.
- b. Within five (5) instructional days of the request, students shall be returned to in- person instruction.

** The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who*

participate in an independent study program for fewer than 16 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein, pursuant to Education Code Section 51747, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
 - i. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having

responsibility for the general supervision of the independent study course, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 schooldays or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- *Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.*

8. The Charter School shall comply with Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Superintendent shall establish regulations to implement these policies in accordance with the law.

This policy revision was formally adopted at a meeting of The Academies Charter Management Organization Board of Directors on August 20, 2024.

CURRICULUM AND PROGRAMS

This Handbook provides an overview of the curriculum and programs that TACMO implements. Your classroom teacher can tell you more about how the curriculum is used in your specific classroom/ grade level.

Our school utilizes the Common Core State Standards, or “CCSS”. The California Common Core Parent Handbook can be downloaded from this website, and is a great resource for TK-8 families: <http://www.corestandards.org/>

The curriculum at TACMO includes English, mathematics, science, history, visual and performing arts, health, Spanish language, social-emotional learning, and physical education. In addition, TACMO provides instruction to enable students to not only meet, but to also exceed the standards through differentiated instruction and pedagogy that emphasizes critical thinking. All classes above first grade have a minimum of three project-based learning experiences per academic year to facilitate the transfer of student learning to its application. Teachers use both inquiry-based and direct instruction models to help students achieve, depending on the learning objective. Best practices in Gifted Education, which are good for all students, are utilized in all classes. These include the use of universal themes, greater use of abstract thinking tasks, interdisciplinary, and multidimensional approaches to subject matter.

In science and history, SVA and BOA “loops” its content coverage to enable our teachers to cover the required content thoroughly in our multi-age classrooms. This loop repeats so that our TK-8 students exit having covered all of the same content that they would be exposed to at another public school, however the order in which information is presented may differ from other schools.

HOMEWORK AT BLUE OAK ACADEMY

Teacher’s Discretion

At the discretion of the teacher, students may be assigned homework with varying duration for such purposes as:

- o To hold students accountable for using time wisely in class
- o To reteach concepts/skills or give parents tools to help their student (to prevent further remediation)
- o To remediate when a student is lacking prerequisite skills to achieve at grade level
- o To activate interest in a learning topic
- o As part of a collaborative learning project
- o To solidify new learning through practice
- o To encourage students who are naturally curious and desire more opportunities to learn

Regardless of the degree of need a student displays, teachers will never assign an “unreasonable” amount of homework to a student (the average should be about 10 minutes per grade. For example, a fifth grader should only be doing homework for about 50 minutes.) Please communicate with us if you are noticing this to be a concern for your child.

Two underlying assumptions about homework at TACMO:

1. Since TACMO is mindful of child development and because research suggests no *academic* benefit to homework until grades 6-8, it is the assumption of our school leadership that student time spent on homework will generally be lesser at younger ages and greater at older ages.
2. Teacher’s discretionary homework should be assigned in response to individual student needs as indicated by student performance or family request.

GRADING AND REPORTING

TACMO is on a trimester system, so we have three grading periods: Fall, Winter, and Spring. One Report Card is issued per trimester.

Fall trimester is August through mid-November. Every student has a Parent-Teacher Conference at the end of this trimester.

Winter Trimester is mid-November through mid-March. Every student has a second Parent-Teacher Conference at the end of this trimester.

Spring Trimester is mid-March through the last day of school. There is no Parent-Teacher Conference at the end of the Spring Trimester.

TACMO Report Cards give parents information about their student's academic progress and growth and may show out-of-grade-level learning when students are working below or above grade level in certain subject areas.

Parent-Teacher Conferences include discussion of Report Cards, reviewing the portfolio of student work, and discussion of ways the family can support the student's learning at home. Report Cards have a combination of quantitative (1-4) scores, with an explanation key, along with narrative reporting and feedback on each student's Individualized Learning Plan goals.

HOW TO READ YOUR CHILD'S TRIMESTER REPORT CARD

The Scores

In the report card a key is located on the first page. The scores are not like typical "grades" but rather an indication of student performance on teacher's standards-aligned assignments and tests that have been given in the trimester.

Scores are reported with a 1-4 scale or an indication that an area of study has not yet been assessed:

NYA = Not Yet Assessed	1 = Objective has been introduced and student is practicing this.	2 = Student in continuing to practice the objective to develop proficiency.	3 = Student is demonstrating proficiency in the objective.	4 = Student has shown mastery of the objective.
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In addition, for **Language Arts and Math** there is narrative commentary provided by your child's teacher as well. Our Trimester Report Cards contain more narrative comments than most schools provide. This is reflective of TACMO's core belief in authentic assessment. We believe that the teacher's observations (based on student work or behavior) are equally valid measures and that this commentary is just as useful for parents/guardians as numeric or letter scores.

TACMO is committed to assessing multiple measures of a student's ability. In each Parent Conference, a portfolio of student work will be presented along with the student's report card. We believe the presentation of a student's work in the format of the **portfolio** is equally important as the report card itself.

Current trimester **1-4 scores reflect student performance on teacher's standards-aligned assignments and tests that have been given in the trimester.** At this school, then, a 1 is not always a "bad" score. As our 1-4 scale indicates, it means your child is working on something that is new to him/her with the teacher's support. In particular, when the Grade Level noted above the score is beyond your child's assigned age/grade (i.e. you have a 1st grader and the column heading says "Grade Level: 2"), then 1 score shows your child is being advance in this area and is beginning to

attempt the Grade 2 objectives. **A student who is on grade level will have mostly 1's and 2's in Trimester 1 and should achieve 3's or 4's in Trimester 3. It is only when a student STAYS in the 1-2 range over the course of a school year that this would be cause for concern and intervention.**

PROMOTION AND RETENTION

Students at TACMO are expected to progress through each grade within the school year. The decision whether to promote or retain a student will be based upon:

- The student's report card(s)
- Curriculum embedded reading
- English language arts, and mathematics assessments
- Mastery of content grade level standards and other assessment measures to determine if the student is eligible for promotion
- Social-emotional considerations

SCHOOL POLICIES

SCHOOL RULES

At The Academies, the focus is on learning; every student has the right to learn. Students who interfere with this right will be subject to the school's social contract procedures. The Superintendent, Principals, or Vice Principal have the authority to talk to all students involved in any incident and to determine the course of action to be taken. The following school rules apply at school, going to and from school, on any school-provided transportation, and at any event where TACMO is represented (regardless of location), and apply to all TACMO students.

1. Students will **COOPERATE** with others.
2. Students will show **ACCOUNTABILITY** by following campus-wide expectations, instructions from staff, and classroom respect agreements.
3. Students will show **RESPECT** towards themselves, others, and school property.
4. Students will show **EMPATHY** towards others.

SCHOOL- WIDE EXPECTATIONS

	Hallway	Cafeteria	Restroom	Playground	Bus	Classroom	Common areas
Cooperation I will be a team player.	Line up peacefully. Follow the school traffic patterns.	Wait in line peacefully.	Use the inside voice. Report problems. Wait your turn when there are 3 students in the bathroom.	Practice good sportsmanship. Take turns	Wait in the designated area.	Actively participate. Actively listen. Be flexible.	Wait patiently.
Accountability I will do what is expected of me, even when no one is watching.	Hands and body to self. Walk quietly and go straight to your destination.	Stay in your seat. Eat your own food. Follow adult directions- the first time.	Report problems. Hands to self.	Follow adult directions- the first time. Keeps hands, feet, and objects to self. Use the bathroom and get water during recess. Walk quickly and quietly to line up.	Stay in your seat. Follow bus rules.	Follow cellphone and technology policies. Follow dress code policy. On time and on task. Walk to and from your destination in a quiet line. Follow school rules.	Enter and exit buildings quietly.
Respect I will value myself, others, and the school environment.	Use appropriate language.	Clean up after yourself. Value personal space.	Clean up after yourself. Value personal space.	Treat equipment appropriately, and put it where it belongs.	Hands and feet to self.	Hands, feet, and objects to self.	Hands, feet, and objects to self. Clean up after yourself. Value personal space.
Empathy I will be mindful of and show care for others.	Be aware of others.	Use an inside voice.	Respect privacy and property.	Help and include others	Use an inside voice.	Be aware of others.	Use an inside voice.

SOCIAL CONTRACT AND HONOR CODE

The purpose of a comprehensive behavior system is to provide a safe and comfortable environment in which students can learn. It is the goal of all adults at TACMO to help children to learn to behave responsibly and to demonstrate respect toward people, property and process. Students at The Academies are expected to abide by our **Honor Code**, which states:

I will do what is right because it is right.

Derived from the Honor Code, the CARE 4 provides greater specificity regarding what TACMO believes are right choices. TACMO requires compliance with all rules and regulations as described in the Family Handbook, distributed to all students at the beginning of each school year. All rules and regulations in the Family Handbook will fall somewhere within the CARE 4 principles.

The CARE 4 Principles:



Cooperation - I will be a team player.



Accountability - I will do what is expected of me, even when no one is watching.



Respect - I will value myself, others, and the school environment.



Empathy - I will be mindful of and show care for others.

The Honor Code and CARE 4 encompass all student behavior at school. Students sign the code and CARE 4 commitment annually and receive instruction in their meaning. Students are encouraged to consider the consequences of their actions and school rules before they act to determine whether an action is the “right choice.”

UNIFORM DRESS CODE POLICY

At The Academies, we support a school uniform policy in order to level the playing field for all of our students. Our school uniform policy helps to provide an academic environment where children feel equal, and are not distracted or offended by what others wear. **It is the parent or guardian's responsibility to be sure that the student is wearing the official school uniform.**

Shirts, Dresses, Sweaters, Sweatshirts, Coats, Jackets, Pants, Shorts, Skorts, and Skirts must be free of designs, logos, or embellishments and must fit the student appropriately (not be excessively large or excessively tight). The following solid colors are permitted:

- Blue (BOA)
- White
- Brown
- Khaki
- Black
- Gray
- Denim
- No other colors permitted

Shirts must have a collar, whereas dresses may be collarless. The following necklines are permitted: button-down, polo, Peter Pan, turtleneck. No t-shirts allowed, and no other colors of shirt are allowed. No strapless, spaghetti strap, low-cut, or cut off tops are allowed. Bare midriffs are not allowed.

Jeans must be hole free above the knee.

Dresses, shorts, and skorts must be no longer than the length of your fingertips when arms are at your sides. Tights/leggings (worn under bottoms), ties, shoes and headwear may be different colors.

Shoes must be simple and generally free of designs or embellishments. Tennis shoes, boots, dress flats (i.e. Mary Janes), and sandals (with backs) are permitted. No light-up sneakers, flip-flops, jellies, wheelies, or any type of shoes without a backing is not allowed. Shoes and boots may not have heels higher than 1".

Hats may be worn outside only containing only appropriate images.

Jewelry must not pose a danger and must be removed for PE class.

Every Friday

Students may wear any school shirt to show their pride in The Academies (SVA or BOA). Examples include I LOVE SVA, I LOVE BOA, Jog-a-Thon, Mathletics, or shirts that have been decorated at home to show school spirit, etc. Students are not required to wear a spirit shirt on Fridays; if they choose not to, the regular uniform is required.

PE Day Dress

Students should either wear or bring a pair of tennis shoes with them. Further detail about PE attire will be sent home from the PE teacher.

Dress Up Days

When students are given a dress up day, they may wear their choice of clothing; however, rules pertaining to the length of skirts, shorts, and height of heels still apply. No offensive, suggestive, obscene or vulgar logos, pictures, or messages will be allowed.

INCIDENT POLICY

1. WRITTEN WARNING

BOA staff will send a written warning the first time a student is out of uniform. Parents must sign the warning and return it within 2 school days.

2. PARENT CALL

On the second offense, a parent will be called to bring the appropriate item(s) or take their student home to change.

3. PARENT MEETING

Repeated offenses will result in a meeting with the Principal to resolve the problem. Parent cooperation is so important and if there's an issue, we want to help!

4. SPECIAL CIRCUMSTANCES

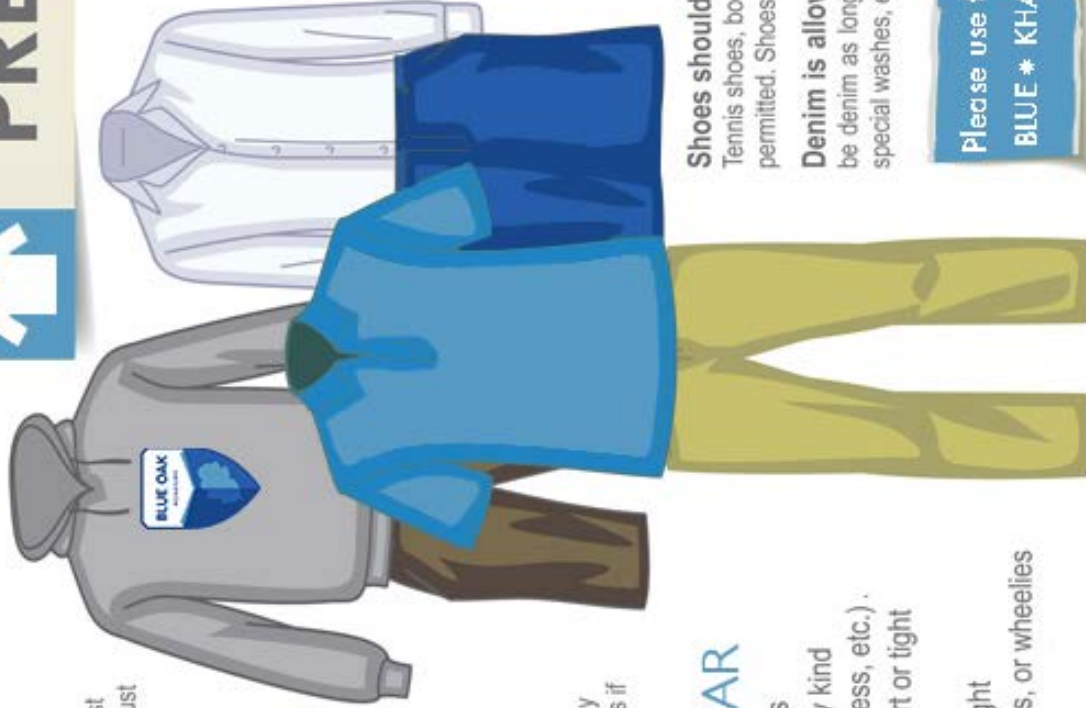
The Principal reserves the right to make any exceptions or extended warnings to families if a situation warrants it.

PLEASE DON'T WEAR

- Patterns, embellishments or logos
- Sleeveless or cropped tops of any kind (tank tops, spaghetti straps, backless, etc.)
- Skirts and shorts that are too short or tight (no miniskirts or "short shorts")
- Pants that are too baggy or too tight
- Light-up sneakers, flip-flops, jellies, or wheelies



PRESENTATION



To follow the BOA Dress Code just remember to keep it

SOLID & SIMPLE

Clothing should be **modest** and **plain**, with no **patterns**, **embellishments** or **logos** and **must fit properly**.

Official BOA Logo Apparel is allowed and available.

All shirts must have collars.

Buttondowns, turtlenecks, Peter-Pan collars and polo shirts are allowed. Shirts must be **BLUE** or a neutral color like tan, grey, black or white. No other shirt colors are allowed.

Shoes should be practical and neutral.

Tennis shoes, boots, dress flats (i.e. Mary Janes), and sandals are permitted. Shoes and boots may not have heels higher than 1".

Denim is allowed. Pants, Shorts, Skirts, Skorts and Jackets can be denim as long as it does not have visual logos, embellishments, special washes, etc.

Please use this color palette to guide your choices.

BLUE * KHAKI * BROWN * GREY * BLACK * WHITE



SOCIAL CONTRACT OVERVIEW

Tier 1

All students at TACMO will take part in the schoolwide **prevention** measures that involve cooperation, accountability, respect, and empathy. These efforts include, but are not limited to, school-wide instruction in social and emotional learning skills and crucial habits of a scholar, the school's social contract and CARE 4 commitment, events and presentations to teach expectations as well as reward achievement, and a culture of appreciation for ongoing learning and excellence. Further, all classes will create respect agreements defining what acceptable behavior will look like in their class, and students and the teacher will sign together.

Tier 2

At the classroom level, TACMO is committed to paying focused **attention** to behaviors that interfere with student's right to learn in a safe and comfortable environment. When the behavior of a student interferes with this right, teachers will follow a process to *remind* the student of their commitment to the classroom respect agreements, *redirect* the student to a more appropriate behavior or a refocus form, and *repair* the harm done through meetings, mediation and application of logical responses (consequences) to the behavior. Students may be referred to the office for administrative support. Parents may be contacted to participate in supporting their student, the student may be referred for participation in a social skills group, and/or the student may be referred to the school-based mental health clinician for services. Student progress will be monitored and reviewed and the student will return to Tier 1 support once behavior has improved.

***NOTE:** *Some behaviors require immediate office referral and/or immediate suspension/expulsion review. These behaviors are listed below. In these cases, parents will always be immediately contacted.*

Tier 3

At the office level, SVA will provide more intense structured and comprehensive behavior **intervention** which may include, but is not limited to, meeting with an administrator, involving family in meetings and mediations, student re-commitment to honor code and CARE 4 principles, functional behavior analysis, individual behavior contracts, small group social skills, meetings with the school-based mental health clinician, and potentially suspension and/or expulsion review. The complete suspension and expulsion policy can be found later in this handbook. The office may also apply logical responses (consequences) for the behavior and students are subject to progressive, ongoing monitoring of their behavior and further meetings as necessary.

AWARDS AND RECOGNITION

Once a month, TACMO recognizes and celebrates the achievements of one Scholar of the Month from each class. Students observed practicing the “Habits of a Scholar,” a school-wide emphasis, will be presented with the Scholar of the Month Award. Awards are presented to students based on academics, citizenship, or other admirable traits decided by TACMO staff. The assembly is generally held on the final Friday of the month in the morning. Family and friends of award recipients are invited to attend. During assemblies, we expect students in an audience to demonstrate self-control and respect for the people performing or speaking.

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING

The following is TACMO Board Policy 13-001.

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The Academies Charter Management Organization ("TACMO") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

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

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

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom TACMO does business, and all acts of TACMO's Board of Directors ("Board") in enacting policies and procedures that govern TACMO.

TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

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

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational

environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by TACMO.

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

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

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

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

Cyberbullying Prevention Procedures

TACMO advises students:

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

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

Education

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

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

TACMO's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

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

Professional Development

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

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

- Physical cuts or injuries

- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

TACMO also informs certificated employees about the groups of students determined by TACMO and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

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

TACMO encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for TACMO’s students.

Complaint Procedures

Scope of the Complaint Procedures

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

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the TACMO UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

TACMO will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of TACMO’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of TACMO’s Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call

for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Superintendent (or the Chair of the Board if the complaint is against the Superintendent) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and TACMO will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by TACMO on a case-by-case basis.

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Superintendent or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Superintendent or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Superintendent or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Superintendent, a Board member who is not the Board Chair or a third-party investigator will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment.

Right of Appeal

Should a complainant find TACMO's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of TACMO's decision or resolution, submit a written appeal to the Chair of the TACMO Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Board Policy #: 13-001
Adopted/Ratified: April 18, 2013
Revision Date: May 16, 2019
Revision Date: February 18, 2021
Revision Date: September 17, 2024

**HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present:

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize TACMO to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by TACMO:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

TITLE IX POLICY

The following is TACMO Board Policy 24-003.

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of The Academies Charter Management Organization (“TACMO”) to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

TACMO does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹ TACMO will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in TACMO’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom TACMO does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the TACMO Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by TACMO. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, “sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by TACMO to provide an aid, benefit, or service under TACMO’s education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from TACMO’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- The degree to which the conduct affected the complainant's ability to access TACMO's education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within TACMO's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in TACMO's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
 - Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
 - Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through TACMO.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.

- Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in TACMO's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) TACMO's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in TACMO's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to TACMO that objectively can be understood as a request or TACMO to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of TACMO whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom TACMO has

designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated TACMO's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to TACMO's education program or activity, including measures that are designed to protect the safety of the parties or TACMO's educational environment; or (2) provide support during TACMO's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of TACMO ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Donya Ball, Ed.D.
Superintendent
PO Box 1189, Visalia, CA 93279
dball@theacademiescharters.org
(559) 429-4351

The Coordinator is responsible for coordinating TACMO's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure TACMO's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. TACMO will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes TACMO from requiring an employee or other person authorized by TACMO to provide aid, benefit, or service under TACMO's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at TACMO, if any, can be found on the TACMO website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether TACMO could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents TACMO from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within TACMO's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or TACMO's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact Donya Ball by phone at 559-429-4351, or by email at dball@theacademiescharters.org, or by mail at P.O. Box 1189, Visalia, CA 93279, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of TACMO's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under TACMO's Title IX grievance procedures, TACMO may offer an informal resolution process to the parties. TACMO does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by TACMO for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. TACMO will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

TACMO has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in TACMO's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

TACMO requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

TACMO will treat complainants and respondents equitably. TACMO presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

TACMO may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

TACMO allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

TACMO will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

TACMO will objectively evaluate all evidence that is relevant and not otherwise impermissible— including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, TACMO will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

TACMO may dismiss a complaint if:

- TACMO is unable to identify the respondent after taking reasonable steps to do so;

- The respondent is not participating in TACMO's education program or activity and is not employed by TACMO;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and TACMO determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- TACMO determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, TACMO will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable TACMO policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- TACMO's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct

alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to TACMO;

- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if TACMO provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

TACMO may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with TACMO's policies.

TACMO may remove a respondent from TACMO's education program or activity on an emergency basis, in accordance with TACMO's policies, provided that TACMO undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. TACMO has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by TACMO to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless TACMO obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to

the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

TACMO will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find TACMO's determination unsatisfactory, the party may, within five (5) business days of notice of TACMO's determination, submit a written appeal to the Chair of the TACMO Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by TACMO including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within TACMO's education program or activity.

No party, witness, or other person participating in TACMO's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on TACMO's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

TACMO will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the TACMO employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to TACMO's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of TACMO's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide TACMO's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any TACMO leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions

related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing TACMO's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

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

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions TACMO took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. TACMO will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize TACMO to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by TACMO:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

SUSPENSION AND EXPULSION POLICY

The following is TACMO Board Policy 12-002.

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at charter schools within The Academies Charter Management Organization ("TACMO"). In creating this policy, the Charter Management Organization has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses for which a student may be suspended or expelled and procedures governing those suspensions and expulsions to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter Management Organization is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as TACMO's policy and procedures for student suspension, expulsion and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charters so long as the amendments comport with legal requirements. TACMO and its charter school staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

TACMO administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. This Policy and its Procedures will be printed and distributed annually as part of the Family Handbook and will clearly describe discipline expectations. The notice shall also state that these Policy and Administrative Procedures are available on request at the Superintendent's office, or may be available for download from TACMO's website.

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

School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/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. The written notice shall be in the native language of the student or the student's parent/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 inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any charter school of TACMO or at any other school or a TACMO-sponsored event at any time including but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus;
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

- snuff, chew packets and betel. This section does not prohibit the lawful use of a student's own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
 10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
 14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 16. Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
 17. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
 18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
 19. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
 20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction

of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- 22. 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 be subject to suspension, but not expulsion, 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 or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).
- 23. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- 1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee’s concurrence.
- 2. Brandished a knife at another person.
- 3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- 4. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another

person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.

- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) 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 be subject to suspension, but not expulsion, 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 or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

- a) Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
- b) The conference may be omitted if the Principal 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 a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- c) At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
- d) No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2)

the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial TACMO Board of Directors following a hearing before it or by the TACMO Board of Directors upon the recommendation of an neutral and impartial Administrative Panel to be assigned by the TACMO Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the TACMO Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. TACMO must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, TACMO must present evidence that the witness' presence is both desired by the witness and will be helpful to TACMO. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the

support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

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

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the TACMO Board of Directors, Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

Expulsion Decision

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

The Decision of the TACMO Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein

I. Written Notice to Expel

The Superintendent or designee following a decision of the TACMO Board of Directors to expel shall send written notice of the decision to expel, including the TACMO Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student;
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with TACMO.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
 2. The specific expellable offense committed by the student
- ### J. Disciplinary Records

TACMO shall maintain records of all student suspensions and expulsions at TACMO. Such records shall be made available to the District upon request.

K. No Right to Appeal

The student shall have no right of appeal from expulsion from TACMO as the TACMO Board of Directors' decision to expel shall be final.

L. Expelled Students/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from TACMO shall be given a rehabilitation plan upon expulsion as developed by the TACMO Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to TACMO for readmission.

N. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the TACMO Board of Directors following a meeting with the Superintendent or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the TACMO Board of Directors following the meeting regarding the Superintendent's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon TACMO's capacity at the time the student seeks readmission or admission to the Charter School.

O. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy

will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Q. Special Procedures for the Consideration of Suspension, Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of District

TACMO shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, TACMO, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

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

If TACMO, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then TACMO may apply

the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or TACMO, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and TACMO agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

If TACMO knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If TACMO had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. TACMO shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by TACMO pending the results of the evaluation.

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

PARENT AND FAMILY ENGAGEMENT POLICY

The following is TACMO Board Policy 21-001.

The Academies Charter Management Organization (“TACMO” or the “Charter School”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. TACMO has distributed the Policy to parents of Title I students by posting on our website. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

Charter School Expectations and Objectives

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, TACMO has established the following practices:

1. TACMO involves parents and family members in the joint development of the Charter School’s Parent and Family Engagement Plan.
 - Monthly parent forums to provide opportunities for family input
 - Annual organizational climate survey
2. TACMO provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - Parent workshops are held at school sites addressing a variety of topics
3. TACMO coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
 - For any school site that has 30 or more English Language Learners, the school will establish an English Language Advisory Committee (ELAC) to discuss how the school is meeting the academic needs of this subgroup.
 - Monthly parent forums and email are used to communicate updated federal, state, and local laws
4. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
 - The policy is reviewed annually to determine if any updates are needed.
5. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
 - All families including economically disadvantaged are given the opportunity to complete the Free and Reduced meal lunch application to ensure students participation in the organization’s meal program
 - Parent workshops at the school site are developed to target parents of English Language Learners and economically disadvantaged students

6. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
 - Annual organizational climate survey
7. TACMO conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
 - Annual organizational climate survey
8. TACMO uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
 - Annual organizational climate survey
9. TACMO involves parents in the activities of the Charter School to adequately represent the needs of the population.
 - Monthly parent forums to provide opportunities for family input
 - Annual organizational climate survey

Involvement of Parents in the Title I Program

To involve parents in the Title I program at TACMO, the following practices have been established:

1. TACMO convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Annual meeting for parents that have students in Title 1 programs including literacy and math interventions
2. TACMO offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Monthly parent forums are held both in the evening and morning to encourage participation
3. TACMO involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy.
 - Communication about annual Title I meeting and monthly parent forums is done through mobile app and email at least one week in advance of the meeting.
4. TACMO provides parents of Title I students with timely information about Title I programs.
 - Family handbook to inform parents about Title I programs including and not limited to literacy and math intervention
5. TACMO provides parents of Title I students with a description and explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - Parents are notified that multiple curricular resources are used to provide both core academic instruction and intervention programs. NWEA MAP is the charter school's local assessment for all Title I students.

6. If requested by parents of Title I students, TACMO provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Monthly parent forums are held on varying days and times to provide consistent meeting and also encourage participation from parents of Title

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If TACMO has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

School-Parent Compact

TACMO distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students:

1. TACMO's responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
2. The ways parents will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

TACMO developed the Social Contract, a school-parent compact in collaboration with staff and parents which is included in our Family Handbook and attached to this policy.

Building Capacity for Involvement

TACMO engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, TACMO has established the following practices.

1. TACMO provides Title I parents with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.
 - Parent workshops to provide academic assistance at home

2. TACMO provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
 - Parent workshops/family tutoring events
3. With the assistance of Title I parents, TACMO educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.
 - Early release Wednesday and Professional Development day(s) at the school site
4. TACMO coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - The Title I program is discussed during the ELAC committee as appropriate.
5. TACMO distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - Family handbook
6. TACMO provides support for parental involvement activities requested by Title I parents.
 - Title I parents are given opportunity to request specific parental involvement activities in the annual organization climate survey

Accessibility

TACMO provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Assessment reports for each school are presented at LCAP and/or monthly parent forum presentations

HEALTH AND SAFETY

ACCIDENTS AT SCHOOL

Students are required to report all accidents to their teachers immediately. If an accident occurs outside of a classroom, (playground, cafeteria, etc.) it should be reported to the nearest or most available teacher, staff member, or yard duty aide.

EMERGENCY CONTACT CARD

At the start of each school year, each student's parent or guardian must complete an emergency contact card. Emergency cards will be made available to parents in the PowerSchool Parent Portal. Occasionally, it is imperative that the school reach the parent of a child because of illness, accident, or due to some other emergency that has arisen. In these events, students will only be released to adults whose names appear on the emergency card. Be sure to list at least TWO emergency telephone numbers and keep the school informed of any changes in the information on the emergency card

EMERGENCY, DISASTER, AND CIVIL DEFENSE PROCEDURES

"Evacuation" drills are conducted once per month, "Duck and Cover" and "Shelter-In-Place" drills are conducted once per quarter, and "Lockdown" drills are conducted twice per year. During evacuation drills each class has an escape route to an outside area located a safe distance from buildings.

A detailed emergency preparedness plan is available in the school office. The school is prepared for a variety of emergency situations, including fires, earthquakes, shootings, and bomb threats. In the event of a designated emergency, students will be assembled in a safe location and parents will be notified. When picking up students, all parents, guardians, or designated parties must sign them out at the office or other designated meeting area. We ask for your help during a widespread disaster by not calling the school because we must keep lines open for calls with emergency personnel. We also ask that you not drive to the school in order to keep streets as open as possible for emergency vehicles.

TACMO will be implementing ActVnet which will be used to improve emergency response effectiveness as well as school safety and security.

YEARLY LETTER TO PARENTS:

Dear Parents:

Providing for your students' safety when at school is a major responsibility of our staff. All schools and child development centers have a disaster plan. The principal and staff are prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to lockdown or shelter-in-place, evacuate students or close school before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged interruption of power or from a major event such as a violent incident on campus, an earthquake, or severe storm. During these times, communication and/ or transportation may be disrupted.

In the event of a major emergency or disaster, information will be given primarily through our email system or direct calls.

TACMO Release Policy

- No student will be dismissed from school unless a parent (or individual designated on the emergency card) comes for him/her or gives permission in writing or by phone that another person can pick up the student.
- All parents or designated individuals who come to pick up student(s) must sign the student(s) out at the office anytime between morning drop off until 3:00 PM (1:30 PM on Early Release

Wednesdays; 11:45 on Minimum Days), unless directed elsewhere on campus by posted signs.

- At dismissal (3:30 PM on Regular Days, 1:00 PM on Early Release Wednesdays, 12:15 on Minimum Days), students are released to adults they recognize. If a student is not allowed to go home with an adult they recognize at the end of the day, the school needs to be notified by email or phone at least one half hour prior to dismissal. Those students will need to be picked up by a parent or designated individual in the school front office or from the after-school program.
- If there are further limitations required for a student's safety, contact and submit any related documentation to the front office.
- If any of your contact information changes during the year, please visit the office to update the Emergency Card.

Please be assured, we are prepared to care for your student in emergency situations. Members of our staff are trained in the areas of first aid, search and locate, and student safety to ensure that all your student needs will be met. We will communicate with local emergency services. They will be apprised of our current status and the need for additional resources.

We ask for your help in the following ways:

- Do not call the school. We will contact you, if necessary. It is essential that telephone lines be kept open for emergency calls. Mass texts will be sent to everyone with instructions on how to receive students.
- Do not drive to the school. The school access routes and street entrances must remain clear for emergency vehicles. We will notify you when safe access is recommended via text.

During the school year your child will be trained in the necessary emergency procedures. Each will learn how to react, where to assemble, and what to expect in an emergency situation.

We suggest that you meet with your immediate family and develop an emergency plan. There are several free publications available to assist you. Please call the local chapter of the American Red Cross at 732-6436 or visit them online at www.redcross.org. More information can be found at www.fema.org

If you have any questions or comments regarding our emergency preparations, please call the school office at 730-7422.

Sincerely,

Staci Soares
Principal

HEALTH SERVICES

The health staff of the schools (RN, LVN, and/or Health Aide) will be available on campus and for medical needs and emergencies. If your student becomes ill at school, he/she will report to the nurse's office. When the nurse is not present, students will report to the school Office Assistant or Office Staff. School personnel will administer basic first aid treatment only. If more than basic first aid is required or if the illness or injury is of such a nature that the student should go home, individuals listed on the Emergency Contact Card will be notified. Students who have a temperature above normal will be sent home. If emergency medical treatment is necessary the parents or guardians will be contacted. If parents or guardians are not available and emergency contacts cannot be reached, the child will be taken to the emergency room at the hospital. **Remember, an emergency telephone number where parents can be reached and the name and telephone number of the student's family doctor must be on file at the school.**

The nursing staff is responsible for the maintenance of health records, routine checks, parental contact concerning health problems, care of minor injuries, and assistance in health teaching and vision screening. Please be sure to contact the health office if your child has any unusual health problems. Please call the health office if your child is absent from school due to a communicable disease so precautions may be taken to protect other students. To prevent the spread of infection and to provide the individualized care a sick or injured student needs, parents need to arrange for immediate pick up of their children when they are ill or have been injured.

IMMUNIZATIONS

All Students of public schools in California are required by state law to have the following immunizations:

TRANSITIONAL KINDERGARTEN (TK) & KINDERGARTEN

- 4 doses Polio (3 doses, if last one given after 4th birthday)
- 5 doses Diphtheria, Tetanus, Pertussis (DPT) (4 doses, if the last one given after 4th birthday)
- 2 doses MMR (both after 1st birthday)
- 3 doses Hepatitis B
- 1 dose Varicella*

**Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.*

- 1 Tuberculosis skin test*

**Must be administered at the time of the physical exam, prior to entering TK or Kindergarten.*

A Dental exam must be completed by May 31st of TK or Kindergarten year.

GRADE 1-6

- 4 doses Polio (3 doses, if last one given after 4th birthday)
- 5 doses Diphtheria, Tetanus, Pertussis (DPT) (4 doses, if the last one given after 2nd birthday)
- 2 doses MMR (both after 1st birthday)
- 3 doses Hepatitis B
- 1 dose of Varicella for children under 13 years; 2 doses if immunized on or after 13th birthday

**Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.*

If student is transferring from a school outside of Tulare County:

- 1 Tuberculosis skin test, unless written evidence of a Tuberculosis (Mantoux - PPD) skin test given within the past year is presented

GRADE 7-8

- 1 Tdap booster (on or after 10th birthday) (for students entering 7th grade)
- 4 doses Polio (3 doses, if last one given after 4th birthday)
- 5 doses Diphtheria, Tetanus, Pertussis (DPT) (4 doses, if the last one given after 2nd birthday)
- 2 doses MMR (both after 1st birthday)
- 3 doses Hepatitis B
- 1 dose of Varicella for children under 13 years; 2 doses if immunized on or after 13th birthday

Physician-documented varicella (chickenpox) disease history or immunity meets the varicella requirement.

If student is transferring from a school outside of Tulare County:

- 1 Tuberculosis skin test, unless written evidence of a Tuberculosis (Mantoux - PPD) skin test given within the past year is presented

PHYSICALS

State law requires that all students must have a physical examination within 18 months prior to entering the first grade. If you have any questions about the immunization and physical examination requirements, please call the school office. **Failure to comply will result in your student being excluded from school.**

MEDICATION AT SCHOOL

State law mandates that all medication is to be dispensed by office personnel ONLY when the proper form is signed by both parent and doctor (including over-the-counter drugs). This completed form is then kept on file in the school office and must be updated each year or in the event of a change in medication. Necessary forms may be obtained in the school office.

INSURANCE

BOA, SVA, TACMO and Tulare County Office of Education do NOT carry a medical insurance policy for students. Individual accident insurance is provided through a group policy on a voluntary, self-paid basis for students whose parents wish to obtain it. If you would like more information about Voluntary Student Accident insurance, please contact the Front Office.

VISITORS TO CAMPUS

To ensure the safety of your children and our staff, as well as to minimize interruption of the instructional program, The Academies has established the following procedures for visitors to campus:

All visitors must sign in at the front office and receive either a "Visitor" or "Volunteer" sticker, depending on the nature of your visit. You may be asked to present identification at any time.

Please arrange for conferences with your child's teacher during non-instructional time and at least three days in advance.

If you would like to visit a classroom during instructional time for the purpose of observation, you must first obtain the written approval of the classroom teacher and Principal. No request with less than 24 hours' advance notice shall be granted. Use of electronic recording devices requires further written permission.

All visitors to campus, parents or otherwise, are required to follow this procedure. The Academies reserve the right to deny or revoke registration to visit the campus, and will enlist the assistance of law enforcement to address any unauthorized person on campus. A visitor that is denied entrance may place a written request for a hearing.

This is a summary of The Academies' visitor policy. The complete policy is available in the school office.

TACMO Health Care Procedure/Protocol for SVA and BOA Students

Our Mission: Optimize the health of our students to support their academic success.

1. Purpose:

We have established guidelines following the recommendations of the Centers for Disease Control and Prevention, and the California Department of Public Health, which follows guidance from the American Academy of Pediatrics, California, California Association of Communicable Disease controllers, and California School Nurse Organization.

2. Required Immunizations for School Entry:

- A. Please provide your child's immunization records to the Health Office at the time of registration and/or at the time of entering into 7th grade. You may view and print a digital copy of your child's California vaccine record at:
[MyVaccineRecord.CDPH.CA.gov](https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%2520Document%2520Library/Immunization/IMM-222_School.pdf&ved=2ahUKEwjXoLLB86mGAxWJ48kDHbhWDw4QFnoECACQAQ&usq=AOvVaw3VLs2MfdtrvopL2YbQMJT)
- B. See the California Department of Public Health link for Required Immunizations for School Entry:
https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%2520Document%2520Library/Immunization/IMM-222_School.pdf&ved=2ahUKEwjXoLLB86mGAxWJ48kDHbhWDw4QFnoECACQAQ&usq=AOvVaw3VLs2MfdtrvopL2YbQMJT
- C. If your child has a medical condition that prevents them from receiving vaccines, your child will need an exemption to attend school. Beginning January 1, 2021 all new medical exemptions for school must be issued through the California Immunization Registry- Medical Exemption website (CAIR-ME). Medical exemptions can only be issued by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria. ***We no longer accept personal or religious belief exemptions as stated by new California Law (SB 277).***

3. TB Skin Testing:

- A. Children entering preschool, kindergarten, or first-grade, must have written evidence of having a skin test for tuberculosis (TST given and read) or the California Pediatric Tuberculosis Risk Assessment form completed by a Medical Doctor. See attached link for further information:
<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/TBCB-CA-Pediatric-TB-Risk-Assessment.pdf>
- B. The superintendent or designee shall unconditionally admit any student who, prior to admission, submits a certificate signed by any public or private medical provider indicating that the student has completed an approved tuberculosis examination and is free from active tuberculosis. (Health and Safety Code 121485, 121490, 121500; 22 CCR 41350, 41311, 41313).

- C. Any student who is reasonably suspected of having active tuberculosis shall be excluded from attendance at a district school until the student provides evidence of a certificate showing that the student is free of communicable tuberculosis (Health and Safety Code 121485, 121495, 121505).

4. COVID 19:

- A. Guidance is continually changing. TACMO will continue to implement Public Health Guidance for K–12 Schools and Child Care Settings to Support Safe In-Person Services and Mitigate the Spread of Communicable Diseases as indicated by the California Department of Public Health, with consultation from the California Department of Education and the California Department of Social Services. See link below:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/K-12-Guidance-2023-24-School-Year.aspx>

5. Medical Exclusions:

- A. Safe in-person learning is critical to the well-being and development of children. However when a child arrives at school with symptoms or illness or develops symptoms on site, a decision must be made about what to do next. The decision about whether or not to send a child home because of illness will be left up to the campus Health Office staff.

B. When the following conditions exist we will contact you to pick up your child:

- **Fever:** an oral (under the tongue), or temporal (forehead) temperature above **100.4F**, parent(s) will be notified and the student will need to be picked up. **Student may return to school when** fever went away in the night- without fever reducing medications, e.g. Tylenol, Advil, Motrin (acetaminophen or ibuprofen)- and is still gone in the morning; AND other symptoms are improving and the student can participate comfortably in school activities.
- **Vomiting:** forceful expelling of stomach contents out of the mouth 2 times or more in 24 hours. **Student may return to school when** vomiting ends during the night and student is able to hold down food or liquids in the morning.
- **Diarrhea:** is defined as an uncontrolled bowel movement that is runny, watery, or bloody, and is unusual for the student. Diarrheal diseases may have additional symptoms including nausea, vomiting, stomachache, headache or fever. **Parents will be asked to pick up the student from school** when they have 2 episodes of diarrhea or any combination of diarrhea or vomiting. **Student may return to school when** they have been diarrhea free for 24 hours.
- **Eye irritation:** is defined as red or pink appearance to the white part of the eyeball. Student's eye(s) may also be itchy and have more watering than normal. **Parents will be asked to pick up the student from school if they have** problems seeing (vision changes), any injury to the eye involving forceful impact to or penetration of the eye, increased eye pain or discomfort outside of normal that cannot be tolerated by the student. **The Student may return to school when** symptoms have improved.

- **Pink eye, or eye drainage:** is defined as a red or pink appearance to the white part of the eyeball. The student's eye may also be itchy, have crusted/matted eyelashes, more watering than normal, or yellow/white drainage/discharge. **Parents will be asked to pick up the student from school if they have** thick mucus or pus draining from the eye, problems seeing (vision changes), increased eye pain or discomfort outside of normal that cannot be tolerated by the student. **Student may return to school when** they have started treatment and/or submit a note from the student's physician stating that the symptoms of eye discharge are not contagious.

6. Head Lice: The California Department of Public Health (CDPH) recommends that schools maintain an active and proper treatment of head lice cases to prevent transmission of lice in schools and reduce lost days due to head lice infestation. The American Academy of Pediatrics, the National Association of School Nurses, and the U.S. Centers for Disease Control and Prevention are all opponents of no-nit policies (Frankowski and Weiner 2002; Schoessler 2004).

- Teachers will notify the Health Office staff of any student(s) showing probable indication of head lice.
 - Health Office staff will check referred student(s) at the earliest possibility.
 - Precautions will be taken to maintain student(s) privacy. Screenings will be done in a private setting, located in each campus office.
 - Hair shafts will be separated and hair will be examined in a systematic fashion, checking the entire scalp.
 - **If a student is found to have lice:** Parent/guardian will be notified by Health Office staff. At parent discretion, the student can be picked up immediately, or at the end of the school day. A parent notification letter, along with a copy of the CDPH Head Lice Flyer (see below link) will be sent home with the student that will include recommended steps to remove all the lice and nits from the student(s) at home.
- [https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH Document Library/HeadLiceFlyer.pdf](https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/HeadLiceFlyer.pdf)
- **Upon return to school:** parent/guardian will accompany the student to the Health Office and will stay with the student while another lice screening is performed. The student may return to class regardless of the screening result. If lice is still present during the repeat screening, further collaboration between parent/guardian and Health Office staff will occur, with the goal being to eradicate the lice, while supporting in person learning for the student.

7. Emergency Action Plans/Chronic Medical Conditions: An emergency action plan will be developed for students who have health concerns that could lead to an emergency situation. The plan will include the student's name, medical complication, emergency procedures to be followed, the person(s) responsible for responding and evaluation process.

A. Parent Responsibilities:

- Inform the Health Office of your student's medical condition and/or allergies prior to the beginning of the school year or as soon as possible after diagnosis, and provide medication documentation, including a filled out medication in school form of the condition from your student's Medical Doctor, Physician Assistant, or Nurse Practitioner.

B. Student Responsibilities:

- Recognize the first symptoms of your chronic medical condition and/or an allergic/anaphylactic reaction.
- Know where emergency medication is kept.
- Inform an adult as soon as accidental exposure occurs or symptoms appear.

C. School Responsibilities:

- A copy of the student's Emergency Action Plan will be kept in the health office, student's homeroom and/or in the student's temporary record.
- Educate staff that interacts with the student about allergy and/or chronic medical condition(s) and steps required to implement the Emergency Action Plan. Review emergency procedures with teachers prior to field trips as needed.

References:

California Department of Public Health (2023, October 2) "*Considerations when a Child has Symptoms of Illness in Child Care or School.*"

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Schools/SymptomGuidance.aspx#>

California Department of Public Health 2023, December 12) "*Required Immunizations For School Entry.*"

https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%2520Document%2520Library/Immunization/IMM-222_School.pdf&ved=2ahUKEwjXoLLB86mGAxWJ48kDHbhWDw4QFnoECAcQAQ&usq=AOvVaw3VLSS2MfdtrvopL2YbQMJT

California Department of Public Health (2024, May 22) "*Public Health Guidance for K–12 Schools and Child Care Settings to Support Safe In-Person Services and Mitigate the Spread of Communicable Diseases, 2023-2024 School Year.*"

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/K-12-Guidance-2023-24-School-Year.aspx>

California Pediatric TB Risk Assessment and User Guide (September 2018)

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/TBCB-CA-Pediatric-TB-Risk-Assessment.pdf>

Frankowski BL, Weiner, LB. 2002. Head lice. *Pediatrics*. 110 (3): 638-643.

Legal References:

California Health and Safety Code Sections 120325-120375.

California Health and Safety Code Sections 121475-121520 Tuberculosis tests for students.

Code of Regulations, Title 22 41301-41329 Tuberculosis tests for students.

SB 277, Pan. Public health: vaccinations.

The Academies Charter Management Organization

Sycamore Valley and Blue Oak Academy

March 25, 2025

With the passing of Assembly Bill 659, the Cancer Prevention Act, schools are required to notify families of 6th graders about the human papillomavirus vaccination and recommendations.

Dear Parent or Guardian and Sycamore Valley and Blue Oak Academy student:

As a parent or guardian, we know how important your child's health is to you. For that reason, we wanted to share information with you about the human papillomavirus (HPV) vaccine and how it can be an effective way to increase protection for your child from cancers that can be caused by the HPV virus.

What is HPV?

HPV is a very common virus that 8 out of 10 people will get at some point in their lifetime. Some HPV infections can lead to cancer later in life.

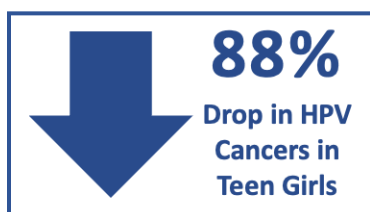


HPV is estimated to cause about 37,000 cases of cancer in men and women every year in the U.S. – that's the same as the average attendance for a major league baseball game!

Only cervical cancer, one of the cancers caused by HPV, can be detected early with a Pap test. The other cancers caused by HPV (cancers of the throat, genitals, or anus) may not be detected until they are more serious. HPV vaccination prevents infections that cause these cancers.

How can I protect my child from HPV?

HPV vaccination can prevent over 90% of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. With more than 135 million doses given in the U.S. since 2006, HPV vaccine has a long safety record that's backed by over 15 years of monitoring. Common side effects are mild and get better within a day or two. These include pain, redness, or swelling where the shot was given, similar to other vaccines.



HPV vaccination works extremely well. Since HPV vaccination was first recommended in 2006, infections with HPV types that

cause most HPV cancers have dropped 88% among teen girls and 81% among young adult women.

Vaccination against HPV is recommended by the federal Advisory Committee on Immunization Practices, the American Academy of Pediatrics, and the American Academy of Family Physicians. It's also recommended by the American Cancer Society and California's Cancer Prevention Act.

Who should get the vaccine and when should they get it?



Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade.

(Kids who wait until later to get their first dose of HPV vaccine may need three doses.) The HPV vaccine is often given at the same time as other adolescent vaccines, like Tdap to prevent whooping cough and meningococcal vaccine to prevent bacterial meningitis.

Where can I get the HPV vaccine for my child?

Ask your health care provider, pharmacist, or local health department to learn more about HPV vaccine and where you can get it. The vaccine is covered by most health insurance plans. If you don't have health insurance, your child can still get vaccinated. The Vaccines for Children (VFC) Program offers free vaccines to children up to age 18 years without insurance or whose insurance does not cover the cost of vaccines.

Ask your healthcare provider or [local health department](#) about VFC, or learn more [here](#). Find doctors participating in VFC [in your area](#).

For more information on HPV, the vaccine, and cancer prevention, visit the [Centers for Disease Control and Prevention website](#).

Sincerely,

Katie Roepke-Brenner, RN

PARENT INVOLVEMENT

PARENT PARTNERING

TACMO has a goal that every enrolled family participates in the life of our school community a minimum of 30 hours of each school year. We believe parent engagement in children's education produces benefits for the child and the community. At the same time, we recognize the limitations that may be present in the myriad households we will be serving. The suggestion of 30 hours is therefore not a requirement, but instead an invitation. While TACMO welcomes enthusiastic and committed parents on our campus at all times, our suggestion of parent volunteer/participation time does not preclude the student's right to attend our school and is not a conditional term for any child's enrollment.

The Parent Partnering Opportunities page, provided in the first day of school packet each year, provides a list of ways parents/guardians can achieve this hour contribution. For example, attending school events, Parent-Teacher Conferences, PTO meetings all count toward the school goal of 30 hours per family, per year.

PARENT TEACHER ORGANIZATION (PTO)

TACMO has an active and involved parent teacher organization and we encourage you to participate in this organization. Membership includes parents, teachers, school administrators and interested persons in the community. Your membership and participation assures that PTO can continue its primary responsibility: promoting and supporting programs that benefit all children at TACMO. Meetings are held the 2nd Monday of the month at Round Table Pizza at 6:00pm (SVA is on South Mooney, BOA is at Martha's Vineyard on Noble and Ben Maddox).

VOLUNTEERING ON CAMPUS

TACMO considers its volunteers a very special resource and an important part of the educational process. Volunteers can be useful in many ways such as:

Classroom assistant	Clerical & secretarial	Tutoring
Librarian	Serving as room parents	Working with small groups
Making materials at home	Special events	Serving on the PTO Board

All volunteers must attend a training (occurs at New Parent Orientation and at Back-to-School Night) and must fill out a form verifying your participation in such training. If you will be volunteering for a position in which you are alone with students, you will also need to be fingerprinted. Pre-coded Live scan fingerprinting forms are located in the front office.

TECHNOLOGY ON CAMPUS

STUDENT CELL PHONES and SMART WATCHES

Students may have cell phone/smart watches on campus at their own risk for use before school and after school is out. TACMO is not responsible for lost, stolen, or damaged property.

Cell phone/smart watch guidelines are as follows:

- Students may NOT access the school network (internet) from personal devices.
- Cell phone use is prohibited in classrooms, restrooms, playground, cafeteria, school offices and all other areas on campus, unless otherwise stated by a staff member.
- Students will be allowed to use the school telephone to contact parents if deemed necessary by the teacher or office personnel.
- **Cell phones should be off (*not on vibrate or silent*) and should not be seen by school personnel during the school day.**

- Smart watches should only be used for accessing the time. Students and their parents must read the cell phone policy and return a signed copy to the office at the beginning of the school year. Signing the policy acknowledges acceptance. Students will not be permitted to have their phones at school until the signed policy is returned.

If students violate the school's cell phone policy, the following may occur:

1st Offense: Warning

2nd Offense: The cell phone will be taken to the office and the student may pick up the cell phone at the end of the day from the office.

3rd Offense: The cell phone will be taken to the office and the parent must pick up the cell phone from the office. The student may be placed on a cell phone/smart watch violation contract.

Students may be subject to additional disciplinary action if the use of their cell phone disrupts the school's educational environment. Examples of this include, but are not limited to: cheating, bullying, harassment, unlawful recording or photographing, violating other school rules

School administration reserves the right to evaluate and adjust consequences for each violation as necessary.

TACMO - ISSUED TECHNOLOGY DEVICES

At TACMO, students use technology to develop skills for the 21st Century. School devices (i.e.: Google Chromebooks and/or Apple iPads) are used in our classrooms. Students are not permitted to take any school devices off campus unless that device is checked out to them. Under no circumstances should school devices be left in unsupervised areas. Unsupervised areas include, but are not limited to, unattended backpacks, cafeterias, and school grounds. Unsupervised devices are in danger of being stolen or damaged. **If a student loses or negligently damages school property, the family is responsible for replacement costs.**

STUDENT INTERNET USE POLICY

Students receive and discuss TACMO Student Internet Use Policy at the start of the school year. They sign an acknowledgment to demonstrate that they will abide by school rules for technology use. Access to the Internet via TACMO equipment and resource networks is intended to serve and pursue educational goals and purposes. Students' use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Violation of this policy can result in a loss of all Internet privileges at school. TACMO will contact the proper legal authorities if TACMO concludes or suspects that a student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

In addition to the summary of important points of this policy outlined above, students agree that they will:

- be polite and respectful to others in all communications;
- never reveal personal information about others;
- refrain from using profanity or obscene language, racially disparaging remarks; and other forms of bullying or harassment;
- never make personal attacks;
- will not make threats to do harm or other criminal activity;
- never place illegal information on the internet, nor will they use the internet in any way that violates local, state, or federal laws.

The complete "Student Internet Use Policy" is available in the school office.

OTHER POLICIES AND INFORMATION

ANIMALS ON CAMPUS

Animals and pets are generally not permitted on school grounds. A teacher may bring an animal to school or arrange for students to bring an animal to school for instructional purposes upon permission from the Principal and subject to reasonable health, safety, and sanitation precautions. In addition, individuals with disabilities may be accompanied by specially trained service animals on school premises. All other animals and pets should remain off-campus to avoid safety or health concerns to students and staff, including at regular school drop-off and pick-up times.

BICYCLES AND OTHER WHEELED TRANSPORTATION

Students are not encouraged to travel to and from school by bicycle or other wheeled vehicles, as the streets near our school do not have sidewalks or bike lanes and there is heavy traffic. Bikes, skateboards, roller skates, and rollerblades, are not permitted at BOA.

STUDENT BIRTHDAYS

TACMO's staff is pleased to celebrate your child's birthday in class. In lieu of sugary treats, TACMO invites your birthday child to dedicate a book in honor of the special day by reading a portion aloud and/or giving a book chat. Your child may choose a favorite book from the classroom library or donate a copy of one of their personal favorites. Talk to your child's teacher for more specific information regarding how birthdays are handled in each class.

If your child wishes to distribute party invitations to classmates, please send them to school only if your child is inviting the entire class. Otherwise, please handle invitation distribution outside of school.

CHANGE OF ADDRESS OR TELEPHONE NUMBER

It is very important, for emergency and administrative reasons, that every family maintains an up-to-date address and telephone record at the school office. Notify the school immediately if you have a change of address or telephone number during the school year.

LIBRARY BOOKS

Any student who borrows a book from the Classroom Library or School Library assumes the entire responsibility of returning the book to the library. If a book is lost or damaged, it is the Parent/Guardian's responsibility to replace the book with a book of the same value or the cash value.

FIELD TRIPS

The TACMO Board of Directors recognizes that field trips and excursions are important components of a student's development. Such activities supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources and help students relate their educational experience to the outside world. TACMO teachers have identified field trip ideas that will complement the learning in the classroom, including but not limited to SCICON for fifth and sixth graders (day trip and week-long trip). Other ideas are pending. All field trips and excursions that take place during school hours must receive prior written approval by the Principal of BOA. The Principal shall ensure that the sponsoring teacher has set out in writing the educational objective of the activity and how the proposed field trip or excursion relates to the educational program at TACMO, the ratio of adult/students for the activity, and plans showing the best use of the students' learning time. Such plans must also provide for adequate restroom facilities, that proper food and water will be available during the activity, and the means of transportation to and from the activity.

Students may help defray field trip and excursion costs through donations. A student may not be denied the privilege of participating in a field trip or excursion due to lack of funds. Other approved funding may also offset expenses of field trips and excursions. The sponsoring teacher must provide alternative educational activities for those students not participating in the field trip or excursion due to choosing not to attend or whose parents/guardians do not give permission for the student to participate in the field trip or excursion. A student may be excluded from field trips or

other school activities if he/she has been suspended from school, referred excessively to the office for behavioral reasons during the school year, or behavioral issues in the preceding days or day of the field trip.

LOST AND FOUND

The school cannot assume responsibility for student losses. However, if such a loss is reported immediately, every effort will be made to help your family recover the lost item.

All lost and found items will be brought to the office and kept for three weeks. Each Friday, lost items will be placed outside, near the administrative offices. It is the responsibility of the student and/or parent to check for lost items. Unclaimed items will be given to a charitable organization after three weeks.

MEALS/CAFETERIA INFORMATION

Our schools contract with Visalia Unified School District Nutritional Services Department to provide breakfast and lunch for students every school day. Since VUSD is participating in the Seamless Summer Option for breakfast and lunch in the 2023-24 school year, our students are all eligible to receive free meals for the year. A monthly menu is available through the TACMO Newsletter or from the school office.

FREE/REDUCED MEALS

We will not be processing federal meal program applications this year, but we still need to know if your family would qualify since this affects our school's eligibility for certain types of funding. Please be sure to complete the eligibility form included in the packet of paperwork your child will bring home on the first day of school.

**Reduced-price Eligibility Scale
Meals and Snacks**

Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$ 27,861	\$ 2,322	\$ 1,161	\$ 1,072	\$ 536
2	\$ 37,814	\$ 3,152	\$ 1,576	\$ 1,455	\$ 728
3	\$ 47,767	\$ 3,981	\$ 1,991	\$ 1,838	\$ 919
4	\$ 57,720	\$ 4,810	\$ 2,405	\$ 2,220	\$ 1,110
5	\$ 67,673	\$ 5,640	\$ 2,820	\$ 2,603	\$ 1,302
6	\$ 77,626	\$ 6,469	\$ 3,235	\$ 2,986	\$ 1,493
7	\$ 87,579	\$ 7,299	\$ 3,650	\$ 3,369	\$ 1,685
8	\$ 97,532	\$ 8,128	\$ 4,064	\$ 3,752	\$ 1,876
For each additional family member, add:	\$ 9,953	\$ 830	\$ 415	\$ 383	\$ 192

**Free Eligibility Scale
Meals, Snacks, and Milk**

Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$ 19,578	\$ 1,632	\$ 816	\$ 753	\$ 377
2	\$ 26,572	\$ 2,215	\$ 1,108	\$ 1,022	\$ 511
3	\$ 33,566	\$ 2,798	\$ 1,399	\$ 1,291	\$ 646
4	\$ 40,560	\$ 3,380	\$ 1,690	\$ 1,560	\$ 780
5	\$ 47,554	\$ 3,963	\$ 1,982	\$ 1,829	\$ 915
6	\$ 54,548	\$ 4,546	\$ 2,273	\$ 2,098	\$ 1,049
7	\$ 61,542	\$ 5,129	\$ 2,565	\$ 2,367	\$ 1,184
8	\$ 68,536	\$ 5,712	\$ 2,856	\$ 2,636	\$ 1,318
For each additional family member, add:	\$ 6,994	\$ 583	\$ 292	\$ 269	\$ 135

FAST FOOD & FOOD FROM HOME

We ask that you do not bring fast food lunches for your student because it creates a strain on our office as the staff must monitor the coming and going of the lunches. We request that you only bring a lunch to your student when it is truly a special occasion (for example, their birthday). Do not bring fast food for children to share with their friends (like a whole pizza). Students are not allowed to share food because of health concerns and/or religious/personal beliefs. **Students are not allowed to bring or consume energy drinks on campus.** The stimulants in these drinks can have a harmful effect on students' nervous systems. (cdc.gov)

PERSONAL BELONGINGS

Please do not allow your child to bring items to school that are not part of the education program, unless specifically asked for by the teacher. Parents are urged to print names on coats, sweaters, gloves, lunch pails, etc. and to check the Lost & Found frequently.

PICTURES

Individual and classroom pictures will be taken annually. Pictures will be taken in the fall. Picture packet purchase will be made available at that time. Students are required to follow the TACMO Dress Code on Picture Day just like every other day.

PUPIL RECORDS

The cumulative record folder is the educational record as required by State Law that is kept for each pupil throughout his/her school career. Parents may have access to information in their pupil's folder by contacting the Principal for an appointment to view such records.

FERPA AND DIRECTORY INFORMATION

Parents and eligible students (aged 16 or completed 10th grade) have the following rights under the ***Family Educational Rights and Privacy Act of 2001*** (20 U.S.C. § 1232g), known as **FERPA**.

The right to:

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

TACMO will disclose education records, without consent, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for TACMO in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals who have obtained lawful court orders or subpoenas;
9. Persons who need to know in cases of health and safety emergencies.
10. State and local authorities, within a juvenile justice system, pursuant to specific State law.
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by TACMO with respect to that alleged crime or offense. TACMO may disclose the final results of the disciplinary proceeding, regardless of whether TACMO concluded a violation was committed.

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal, or Superintendent. Within ten (10) days, TACMO shall comply with the request. An appointment to inspect and review educational records will be scheduled.

Request for Amendment to Education Records

If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, misleading or in violation of the student's right of privacy, he or she may request, in writing, that TACMO amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student's right of privacy. [Note: This time frame is not statutorily prescribed but is necessary to ensure timely resolution of issues contained in student records.] TACMO will respond within ten (10) days of the receipt of the request to amend. TACMO's response will be in writing and if the request for amendment is denied, TACMO will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record. For more information, see BOA policy SP12-001, "Educational Records and Student Information." This is available upon request and is accessible in the TACMO office as well.

FERPA also requires that TACMO, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, TACMO may disclose appropriately designated "directory information" without written consent, unless you have advised TACMO to the contrary in accordance with TACMO procedures.

The primary purpose of directory information is to allow TACMO to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

If you do not want TACMO to disclose directory information from your child's education records without your prior written consent, you must notify TACMO in writing by the 1st of September. TACMO has designated the following information as directory information:

- | | |
|---------------------|--|
| • Student's name | • Major field of study |
| • Address | • Participation in officially recognized activities and sports |
| • Telephone listing | • Dates of attendance |
| • Photograph | • Degrees, honors, and awards received |
| • Date of birth | • The most recent educational agency or institution attended |

LEADERSHIP AND CLUBS

Aligning with the philosophy of the school, BOA offers various clubs and student organizations, including Leadership, supervised by a BOA staff member. The purpose of the Leadership will be to approve any new student clubs/organizations, aid the school with fundraising activities, and enhance school pride with specially planned events. Other student clubs and organizations may be established at the beginning or during the school year and may be based on academics, interests, or citizenship. For more information regarding Student Organizations, see Student Policy 12-007, which is available in the BOA front office or upon request.

UNIFORM COMPLAINT PROCEDURES NOTIFICATION

TACMO has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

TACMO shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Adult Education, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Training Programs, Child Care and Developmental Programs, Child Nutrition Programs, Special Education Programs, and Safety Planning Requirements, whichever are applicable.

Complaints must be filed in writing with the following compliance officer:

Name and/or Title of Compliance Officer: Donya Ball, Ed.D., Superintendent

Address: P.O. Box 1189, Visalia, CA 93279

Telephone Number: 559-429-4351

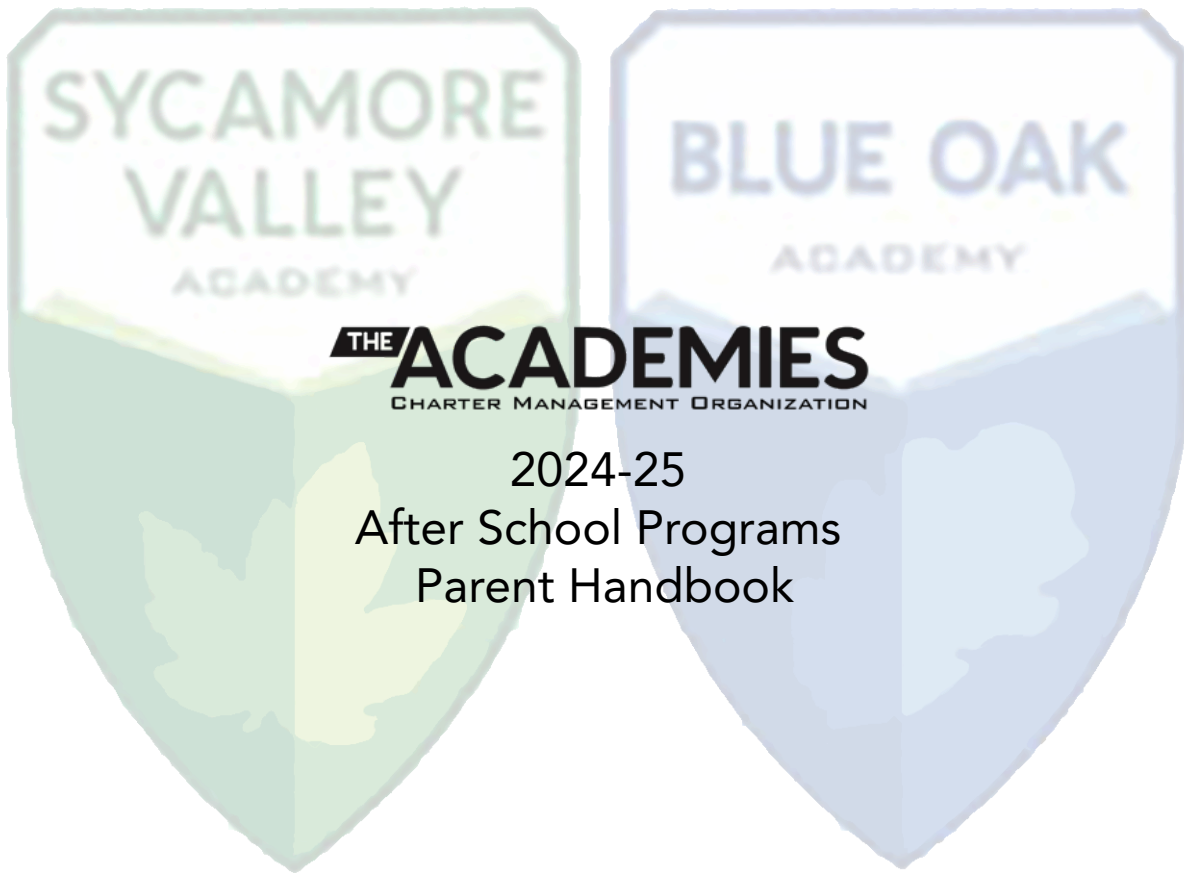
Complaints alleging discrimination must be filed within six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The BOA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

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

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

A copy of TACMO's UCP policy and complaint procedures shall be available free of charge.



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The Academies After School Programs (ASP & Kinder Bridge) are private enrichment programs provided by our non-profit, The Academies CMO, as a service to our community. These programs are not part of the academic day and participation is not required to be successful in our schools. Participation is voluntary. We reserve the right to refuse service.

Welcome Message

Welcome to The After School Programs (Kinder Bridge & ASP) family! We are thrilled that you have chosen our services for your child(ren).

The After School Programs (Kinder Bridge & ASP) includes opportunities for physical, social, emotional, and intellectual growth that are provided in a safe, nurturing environment. The program is designed to meet the individual needs of children in grades TK through 8th through a wide variety of activities. Qualified and caring staff strive to serve families by providing a safe and enriching environment and facilitating developmentally appropriate activities for children of all ages and abilities.

This After School Programs Parent handbook is a guide to understanding the policies and procedures of the After School Programs. Please read it carefully and keep it handy for future reference throughout the year. Please note: It is the family's responsibility to keep all pertinent information current and updated regularly.

If you have any questions about this Handbook or any policy or procedure of The After School Programs, please reach out to us at afterschool@theacademiescharters.org.

We look forward to working together to provide our After School Program services to our TACMO families and students.

Sincerely,

The Academies After School Programs Team

Claudia Van Groningen
Operations Director
claudiav@theacademiescharters.org

Lauren Ventura
After School Program Coordinator
lventura@theacademiescharters.org

Krystal Eastman
Charter Management Organization Office Assistant
keastman@theacademiescharters.org

Registration

All registration forms must be completed prior to attending the After School Programs. Every family will be charged a \$5/family registration fee, unless participating on a Flat Rate plan.

Please be sure to have updated parent contact and emergency contact information. Insufficient contact information or information that is outdated may create an unsafe situation for your child in an emergency.

To register for our programs, please complete the registration form online at <https://www.theacademiescharters.org/after-school>.

Student Pick Up Procedure

Students will be released only to authorized parents, guardians or designated persons. The authorized pickup person must personally sign the child out when picking up. Please be sure to update any authorized parents, guardians or designated persons by email at afterschool@theacademiescharters.org.

Hours of Operation & Fees

Daily After School Programs Services	Days	Times	Fees	
Kinder Bridge	Monday-Friday Wednesdays	1:30-3:30pm 1:00-3:30pm	Regular Rate: \$10.00/day	Pre Pay Rate: \$8.00
ASP	Monday-Friday	3:30-5:30pm	Regular Rate: \$10.00/day	Pre Pay Rate: \$8.00
Early Release	Wednesday	1:00-3:30pm	Regular Rate: \$10.00/day	Pre Pay Rate: \$8.00
Children must be picked up no later than 5:30PM. If your child is not picked up by 5:30PM, you will be charged a late fee of \$1.00 per minute.				

The Academies Charters Management Organization hosts two staff events on Wednesday. We will close our program at 4:30PM. Families will NOT be charged from 3:30-4:30PM on these two days.

Minimum Day & Conference Care Days

Other Services	Days	Times	Fees
Minimum Day	December 9, 2024 December 20, 2024 January 27, 2025 March 17, 2025 June 6, 2025	12:15-4:30 pm	Minimum Day services are provided at NO COST to ALL After School Program families.
<i>If students are enrolled in ASP & Kinder Bridge they do not need to sign up for Minimum Days</i>			
Conference Care Days	November 21-22, 2024 March 20-21, 2025	Full Day: 7:30-4:30pm Half Day AM: 7:30-12:00 pm Half Day PM: 12:00-4:30 pm	Full Day: \$26.00 Half Day (AM/PM): \$13.00 *FEE WAIVERS ARE ACCEPTED NO DISCOUNTS FOR SPECIAL EVENTS/CAMPS
<i>Parents will need to sign up for ALL Conference Care Days. We will send out Registration via email.</i>			

Special Events/Camps:

There is no nurse on duty during Special Events/Camps. No medication will be given by program staff. If a student requires medication or management of health issues, a parent or guardian is required to provide all necessary care.

Camps Services	Days	Times	Fees
Fall Enrichment Camp	November 25-27, 2024	Full Day: 7:30-4:30pm Half Day AM: 7:30-12:00 pm Half Day PM: 12:00-4:30 pm	Full Day: \$26.00 Half Day (AM/PM): \$13.00 *FEE WAIVERS ARE ACCEPTED NO DISCOUNTS FOR SPECIAL EVENTS/CAMPS
Spring Enrichment Camp	April 14-17, 2025		
<i>Parents will need to sign up for ALL Camps. We will send out Camp Registration via email.</i>			

Billing and Payment Options

Flat Rate Plans

Flat Rate Plans are **annual** installment plans where the cost of the entire year is divided over 10 equal monthly payments which are automatically deducted from your checking account from September to June. You receive a 20% discount off of your fees. *Fees for these plans will not be prorated or refunded.*

Please note that your last payment may fall after the last day of the school year. If you choose any Flat Rate Plan, you do not have to pay the annual \$5.00 registration fee.

Conference Care & Staff Development Days are included in Unlimited Flat Rate plans only.

You must complete an e-check authorization form when selecting this option.

If you are interested in signing up for a flat rate plan, review our [Flat Rate Plan Information](#) or email us at afterschool@theacademiescharters.org.

Pre Paid Discount

If you make a deposit to your account and maintain a positive balance, you will receive a 20% discount off your fees. If making your prepayment in the office, please remember that it can take up to two weeks to reflect into your account.

Pay As You Go

You will be billed by the 15th of the month for the **prior** month's service and payment is due by the end of the month in which you are billed. Once you receive an invoice, you can pay that invoice.



Income Verification Forms

Due to grant funding, there is no charge for families who qualify for the federal school meals program based on income and family size.

You must submit our [Income Eligibility Determination Form](#) in order to apply. This form will be in our online registration form.

For more information regarding the federal school meals program based on income and family size please click on the link below: [Income Eligibility Scales for School Year 2024–25](#).

Making a Payment

Payment can be made by cash or check in the front office of the school OR via email through the invoice sent by Quickbooks with Apple pay, checking account, or by credit/debit card.

Checks should be made payable to The Academies ASP. Please include your child's first and last name in the memo.

Payments that are turned into the school office will not be reflected on your Quickbooks account immediately. Please allow up to two weeks processing time.

Behavior Policy

TACMO After School Programs Expectations and Behavior Policy

Participation in TACMO After School Programs (*Kinder Bridge and ASP*) is a privilege. All children participating in the After School Programs should have a rewarding experience. The After School Program Behavior Policy was developed to make sure our program is safe and all students are having fun.

Student Expectations

1. Follow all Sycamore Valley and Blue Oak Academy behavior expectations.
2. Show respect to after school staff and fellow students at all times
3. Always use respectful language when addressing staff and students.
4. Stay with your class at all times and move appropriately throughout campus during program hours.
5. Always follow instructions set forth by after-school staff for each activity.
6. Demonstrate responsible care of school property and equipment.
7. No disruptive behavior, including fighting, violence of any kind, or inappropriate language.
8. Comply with any and all other regulations set forth by the after school program staff.
9. All personal devices are to be stored in a backpack during after school hours.

Discipline Policy

TACMO After School Programs (*Kinder Bridge and ASP*) have disciplinary actions for minor and major incidents. Participants are expected to follow directions from the after school programs staff at all times.

At any time, a parent has the option to request a conference with the Program Coordinator. A parent's/guardian's refusal to sign a warning or behavior report does not negate the validity of the report.

Students who are involved in behavioral incidents in school will not be allowed to attend the After School Programs. Site Principals, Administration and specialist staff will use their discretion to protect the safety of all children when communicating behavioral concerns to the After School Coordinator.

Minor Incidents

Student behaviors that are disruptive to the learning environment, are handled by the supervising staff member in the situation.

Parents may or may not be contacted depending on the interventions needed.

After school program staff may use the following for minor infractions:

- Loss of privileges (outside play, games, etc.).
- A student may not be allowed to participate in a particular activity for a designated period of time.
- A student may be asked to reflect and/ or perform an act of kindness.
- Verbal communication between Parent and After School Program Lead Aide.
- Confiscate personal devices and return to the student's guardian at pick up.
- Students may be asked to complete our Reflection Forms (Tk-2nd Grade & 3rd-8th Grade).

Major Incidents

Major Incidents are more serious or repeated inappropriate behaviors.

The After School Programs will implement the following steps for Major Behavioral Incidents. Participants are expected to follow directions from the after school programs staff at all times.

The following steps will be utilized for major incidents:

- 1st Offense: Parent(s)/Guardian will be notified by the site program lead or ASP Coordinator.
- 2nd Offense: Parent(s)/Guardian will be called by the ASP Coordinator and must pick up their child immediately. No refunds will be given. Parents will need to sign the Parent Acknowledgement Form.
- 3rd Offense: Parent(s)/Guardian will be called by the program coordinator. Participants with a third offense will need to be picked up immediately and no refunds will be given. Children will be suspended from all after school programs (*Kinder Bridge and ASP*) for the following day. Parent(s)/Guardian will need to sign the After School Programs Suspension Acknowledgement.
- 4th Offense: Parent(s)/Guardian will be called by the program coordinator and must pick up their child immediately. Child will be suspended for the period of five days, with coordination of the Program Coordinator from all after school programs (*Kinder Bridge and ASP*). Parent(s)/Guardian will need to fill out the After School Programs

Suspension Acknowledgement. A conference between the program coordinator, guardian(s), and child will be held to implement a Behavior Contract before re-admittance.

- 5th Offense: Parent(s)/Guardian will be called by the program coordinator and must pick up their child immediately. The child may not attend any after school programs for one month, with coordination of the Program Coordinator. Parent(s)/Guardian will need to fill out the After School Programs Suspension Acknowledgement. After one month has passed, a meeting will be held with the Program Coordinator and Parent/Guardians to discuss the re-admittance and update the child's Behavior Contract.
- 6th Offense: Parent(s)/Guardian will be called by the program coordinator and must pick up their child immediately. Child is dismissed from all after school programs (*Kinder Bridge and ASP*) and services for the remainder of the school year. *TACMO After School Program will have copies of these all reports. Please contact the ASP Coordinator for copies, if needed.*

There is no school administrator on duty during After School hours.

The below offenses will result in immediate expulsion from the after school program for the season without refund. No exceptions. Behaviors resulting in immediate dismissal include, but are not limited to:

- Any action that could threaten or pose a direct threat to the physical/emotional safety of the child, other children, or staff.
- Fighting or bullying
- Possession of a weapon of any kind
- Vandalism or destruction of school property, after- school property or property of others.
- Sexual misconduct
- Possession of or use of nicotine, alcohol, or controlled substances (including vapes, vape pens, or cigarettes)

Parents/guardians are encouraged to inform ASP in writing prior to a child's acceptance in the program of any special circumstances which may affect the child's ability to participate fully and within the guidelines of acceptable behavior, including, but not limited to any serious behavioral problems or special circumstances regarding psychological, medical or physical conditions. The Academies adheres to all federal laws pertaining to students with disabilities.

After School Programs Schedules

Kinder Bridge Program Schedules:

BOA Kinderbridge Program: Daily Schedule			
Monday, Tuesday, Thursday, Friday		Wednesday	
1:30 PM	Check in Students	1:00 PM	Check In Students
1:35 PM	Restroom Break & Snack (students provide snack)	1:05 PM	Restroom Break & Snack (students provide snack)
1:50 PM	Recess	1:25 PM	Recess
2:10 PM	Recess Clean Up	1:45 PM	Recess Clean Up
2:15 PM	Reading or Homework (Classroom)	1:50 PM	Reading or Homework (Classroom)
2:30 PM	Enrichment and Rotation Centers	2:05 PM	Movement Activity (In Classroom or Outside)
		2:15 PM	Enrichment and Rotations Centers
		3:10 PM	CLEAN UP
3:20 PM	CLEAN UP	3:20 PM	Rest Time, Quiet Time, Calming Time
3:30pm DISMISSAL		3:30pm DISMISSAL	

SVA Kinderbridge Program: Daily Schedule			
Monday, Tuesday, Thursday, Friday		Wednesday	
1:30 PM	Check in Students	1:00 PM	Check In Students
1:35 PM	Restroom Break & Snack (students provide snack)	1:05 PM	Restroom Break & Snack (students provide snack)
1:50 PM	Recess	1:25 PM	Recess
2:10 PM	Recess Clean Up	1:45 PM	Recess Clean Up
2:15 PM	Reading or Homework (Classroom)	1:50 PM	Reading or Homework (Classroom)
2:30 PM	Enrichment and Rotation Centers	2:05 PM	Movement Activity (In Classroom or Outside)
		2:15 PM	Enrichment and Rotations Centers
		3:10 PM	CLEAN UP
3:20 PM	CLEAN UP	3:20 PM	Rest Time, Quiet Time, Calming Time
3:30pm DISMISSAL		3:30pm DISMISSAL	

Blue Oak Academy ASP Program Schedules:

BOA After School Program: Monday, Tuesday, Thursday			
<u>Primary Grades: TK-K & 1st- 4th</u>		<u>Upper Grade: 5th - 8th</u>	
3:15 PM	Employee Prep	3:15 PM	Employee Prep
3:30 PM	School Dismissal/Check In	3:30 PM	School Dismissal/Check In
3:45 PM	SNACK (cafeteria)	3:45 PM	SNACK (cafeteria)
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:10 PM	Recess	4:10 PM	Recess
4:25 PM	Homework & Reading	4:25 PM	Homework & Reading
4:40 PM	Enrichment (assigned classroom)	4:40 PM	Enrichment (assigned classroom)
5:10pm CLEAN UP CLASSROOMS			
5:10pm-5:20pm: QUICK CENTERS			
5:30pm END			

BOA After School Program: Wednesday			
<u>Primary Grades: 1st- 4th</u>		<u>Upper Grade: 5th - 8th</u>	
12:45 PM	Employee Prep	12:45 PM	Employee Prep
1:00 PM	Check In	1:00 PM	Check In
1:20 PM	Recess	1:20 PM	Homework & Reading (assigned classrooms)
1:50 PM	Homework & Reading (assigned classrooms)	1:50 PM	Recess
2:20 PM	Enrichment (assigned classrooms)	2:20 PM	Enrichment (assigned classrooms)
3:05 PM	Clean Up Classrooms	3:05 PM	Clean Up Classrooms
3:15 PM	Sparks	3:15 PM	Sparks
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:15 PM	Recess	4:15 PM	Recess
4:40 PM	Centers	4:40 PM	Centers
5:20pm CLEAN UP			
5:30pm END			



BOA After School Program: Friday			
<u>Primary Grades: TK-K & 1st- 4th</u>		<u>Upper Grade: 5th - 8th</u>	
3:15 PM	Employee Prep	3:15 PM	Employee Prep
3:30 PM	School Dismissal	3:30 PM	School Dismissal
3:30 PM	Check In	3:30 PM	Check In
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:10 PM	Recess	4:10 PM	Recess
4:30 PM	Movie/Centers/Class Games/Themed Activity	4:30 PM	Movie/Centers/Class Games/Themed Activity
5:15pm CLEAN UP			
5:30pm END			

Sycamore Valley Academy ASP Program Schedules:

SVA After School Program: Monday, Tuesday, Thursday			
<u>Primary Grades: TK-K & 1st- 4th</u>		<u>Upper Grade: 5th - 8th</u>	
3:15 PM	Employee Prep	3:15 PM	Employee Prep
3:30 PM	School Dismissal/Check In	3:30 PM	School Dismissal
3:30 PM	Quick Centers (Cafeteria)	3:35 PM	Quick Centers/ STEAM
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:10 PM	Recess	4:10 PM	Recess
4:25 PM	Homework & Reading	4:25 PM	Homework/Reading/Tutoring
4:40 PM	Enrichment (assigned classroom)	4:40 PM	Enrichment (assigned classroom)
5:10pm CLEAN UP CLASSROOMS			
5:10pm-5:20pm: QUICK CENTERS (Cafeteria)			
5:30pm END			



SVA After School Program: Wednesday			
Primary Grades: 1st- 4th		Upper Grade: 5th - 8th	
12:45 PM	Employee Prep	12:45 PM	Employee Prep
1:00 PM	Check In	1:00 PM	Check In
1:20 PM	Recess	1:20 PM	Recess
1:50 PM	Homework & Reading (assigned classrooms)	1:50 PM	Homework & Tutoring (assigned classrooms)
2:20 PM	Enrichment (assigned classrooms)	2:20 PM	Enrichment (assigned classrooms)
2:50 PM	Clean Up Classrooms	2:50 PM	Clean Up Classrooms
3:15 PM	Sparks	3:15 PM	Sparks
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:15 PM	Recess	4:15 PM	Recess
4:40 PM	Centers (classroom/assigned classrooms)	4:40 PM	Centers (classroom/assigned classrooms)
5:15pm CLEAN UP			
5:30pm END			

SVA After School Program: Friday			
Primary Grades: TK-K & 1st- 4th		Upper Grade: 5th - 8th	
3:15 PM	Employee Prep	3:15 PM	Employee Prep
3:30 PM	School Dismissal	3:30 PM	School Dismissal
3:30 PM	Check In	3:30 PM	Check In
3:45 PM	SNACK	3:45 PM	SNACK
4:00 PM	SNACK Clean Up	4:00 PM	SNACK Clean Up
4:10 PM	Recess	4:10 PM	Recess
4:30 PM	Movie/Centers/Class Games/Themed Activity	4:30 PM	Movie/Centers/Class Games/Themed Activity
5:15pm CLEAN UP			
5:30pm END			

Personal Belongings

Please do not allow your child to bring personal belongings to the programs. The After School Program cannot be responsible for the loss or damage of electronics, toys, games, clothes, or other personal belongings.

Please do not bring the following items to the program:

- Weapons of any sort – fake or real
- Toys, stuffed animals
- Expensive clothes
- Nail polish/ makeup
- Valuable items
- Phones or other electronic devices

Staff

The After School Program strives to hire a highly qualified, well-trained staff to conduct the After School Programs.

The staff is composed primarily of college students, recent graduates, as well as experienced staff. The staff are innovative and creative individuals who love working with children. Student to staff ratio is 10:1 for Kinder Bridge and 20:1 for ASP.

Medication

There is no nurse on duty during The After School Programs. No medications will be administered by program staff. If a student requires medication or management or health issues, a parent or guardian is required to provide all necessary care. The After School Program staff will ONLY provide medical attention in the form of soap, water, ice and bandages.

In case of a medical emergency, 911 will be contacted immediately.

Allergies

If you're aware that your child is severely allergic to something, it is your responsibility to notify staff in advance so we can take the proper precautions. Allergy lists will be provided to all After School Programs staff.

First Aid

First Aid is administered only by qualified staff. We have staff that are CPR certified and First Aid certified. First Aid Kits are located on each school site. If your child is injured, they will be sent home with our After School Programs Medical, Injury, First Aid Notification Form. There is no nurse on duty during The After School Programs.

Delinquent Accounts

Bills go out on the 15th of each month. You will be billed by the 15th of the month for the **prior** month's service and payment is due by the end of the month in which you are billed. Once you receive an invoice, you can pay that invoice.

If an invoice was lost or forgotten about, a reminder invoice will be sent monthly until paid.

In order to participate in the After School Programs, your account must be kept in good standing. Delinquent accounts risk being unable to register for Conference Care Days, Camps, and participate in our programs.