



**The REACH School
Handbook**

for Parents and Students

2020-2021

The REACH Handbook is a resource for parents and students of The REACH Charter School (“School,” “Charter School, or “REACH”). It provides important foundational information regarding the educational philosophy, teaching style, behavior expectations, procedures, and policies of REACH.

Parent and student are expected to know and understand the contents of this handbook - so if you have any questions about it, reach out by giving a call or making an appointment (see *Our Office* below). It’s also a great way to discuss with your student(s) the upcoming school year and their hopes and expectations.

Please make sure to sign and return the signature pages at the end of this document to the office.

NOTE: During these unprecedented times in the 2020-2021 school year, many policies and procedures may be altered or impacted by emergency response to the pandemic or conditions caused by natural disaster such as wildfires that result in the implementation of distance/at-home or hybrid learning. Please check with the office for information on any modifications to this handbook during these times.

REACH School

Mission and Vision Statements

Vision

The REACH Charter School is a creative, liberal arts school that supports the emerging child in becoming a whole person.

Mission

This Vision is accomplished through the integration of strong academics, creative arts and community involvement in an environment that fosters acceptance and respect for self and others.

Our Office

Our office staff is happy to answer your questions about REACH. The School office works hard to accommodate the needs of children, staff, and parents. Please check into the office before visiting classrooms or instructional areas during school hours. A visitor’s pass is required while on campus. The office is open from 8:00 a.m. to 3:30 p.m. Monday through Friday. REACH office contact information:

Office Phone Number: (707) 823-8618 • **FAX:** (707) 823-8611

Mailing Address: 708 Gravenstein Hwy N. #203, Sebastopol, CA, 95472

Table of Contents

Community Standards and Expectations for Student Behavior	4
An Inclusive Community	4
Respect for Property and Community	5
Searches at REACH	5
General School Information	6
Annual School Calendar	6
The Daily Schedule	6
Attendance	6
Parents Supporting the School	8
Donations and Pledges	9
Student Expectations	10
Communication at REACH	14
Health and Safety	15
REACH School Educational Program	20
The Academic Program	20
Student Discipline and Complaint Procedures	22
Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy	25
REACH Charter School Acceptable Technology Use Agreement	32
Student Rights	34
2020-2021 Academic Calendar	42

Community Standards and Expectations for Student Behavior

An Inclusive Community

The REACH School believes in the positive impact community can have on the learning environment. Learning is strongest for everyone when school is a safe place. All students should be able to get their education free from fear of harassment and discrimination, including name-calling, teasing, coercion, intimidation, and exploitation. Even when intended in jest, such comments and actions create an unsafe community and teach a tolerance for language of disrespect. We strive to prevent discrimination and bullying through education as well as intervention and appropriate discipline when violation of these norms is brought to the attention of teachers, aids, office staff and of course, the Director. See the *Student Expectations* section on page 11 and *Student Discipline* on page 22 for more details).

Nondiscrimination Statement

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

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

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

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

relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the School Uniform Complaint Procedures (“UCP”) Compliance Officer:

James D. Brown
The REACH School Director
487 Watertrough Rd., Sebastopol CA 95472
707-823-8613
jbrown@reach-program.com

The lack of English language skills will not be a barrier to admission or participation in Charter School’s programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Respect for Property and Community

Students are expected to respect community property and the property of others. Theft, defacement, or vandalism of any School/personal property is not allowed.

Students are expected to maintain a safe environment. Students may not bring guns, knives, or any other weapons to school, any school function, or on any School trip, and must refrain from behavior that causes physical or emotional harm to others in the school community. We have a “zero tolerance” response to weapons on our campus.

Students are expected to conduct themselves at all times and all places in a manner that is consistent with The REACH School’s community standards and the health and safety of all community members.

Searches at REACH

From time to time, the School may have reason to search students to make sure items that have been outlined as unsafe or illegal on campus are not being brought to school. These searches can include backpacks, lockers, and if there is reasonable suspicion, the student’s person. More information is on page 25. If you have any questions about our *Campus Search and Seizure Policy*, feel free to connect with our office staff for more information.

General School Information

Annual School Calendar

The school calendar is provided in the appendix section of this handbook for your convenience. It is also on our website at <http://reach-program.com/calendar>. We encourage you to look over the calendar carefully as it will not be the same as your local school district. We keep it as close to the Sebastopol Union School District's ("SUSD") calendar as possible so that vacation days and other non-student attendance days are compatible with siblings who might be attending SUSD schools.

Picture Day: TBD

Information and order packets will be sent home with your child. The dress code applies on school picture day. See information on the School's dress code in the section, below.

The Daily Schedule

Student arrival, departure, and daily schedule will be dependent upon your child's grade level. Refer to the REACH Website for grade level start and end times at <http://reach-program.com/start-times>. Wednesdays are early release days. Please refer to the REACH school calendar for a current schedule of early release days.

Morning Drop off and Afternoon Pickup

REACH shares a one mile stretch of Watertrough Rd. with Apple Blossom Elementary and Twin Hills Charter Middle School. Traffic in the area for drop off and pick up is unusually heavy for our narrow, sidewalk free road. **It is imperative that everyone abides by the rules during the morning drop off and afternoon pickup times. The upper parking and drop off zone is a one-way pass through. Enter and exit in the correct direction.**

Morning Arrival Time

Plan on arriving at the school no earlier than 15 minutes prior to the student's start time. Students will be dropped off in the upper parking lot. Do not drive to the lower parking lot for drop off unless previous arrangements have been made. A REACH School staff member will be present most days in the parking lot during drop off and pick up times to assist students in exiting or entering their vehicles safely, and to ensure that drivers remain in their vehicles and pass through quickly and safely. If you have business at the School, you must park in a parking stall. Do not park in either of the School's pass through lanes.

Afternoon Departure Time

All vehicles arriving earlier than their student's designated departure time will be required to circle around, park in stalls or park in the designated lower parking lot until their student is released so that they do not block the arrival and departure of any other vehicle wishing to enter or exit the parking lot. You may wait in your car. Do not leave your car unattended. All students must be picked up no more than 15 minutes after their grade level release time. After 15 minutes you and/or an emergency contact person will be called, and your child may go to the school's Aftercare Program at the school's discretion. .

Attendance

Consistent school attendance is essential for your child's success in school. You play the vital role in getting your child to school each day on time. It is difficult for students and teachers to make up for days absent. When lessons are missed, learning opportunities are lost. Project Based Learning ("PBL") especially requires regular attendance from students. One of the best things you can do for your child at REACH is to make sure they come to school consistently and arrive on time. PBL is highly collaborative and requires regular

participation by students. A worksheet might cover the content being learned in class, but it won't replace the direct experience of learning. Refer to the calendar before you make vacation plans!

Mid-Day Departures and Returns

Please avoid scheduling appointments for students during school hours. If you must pick up your child from the school for appointments during the school day they must be signed out at the office and signed back in upon return. Do not drop off students in the lower parking lot.

Attendance/Absence Reporting Procedures

Reporting Absences - Please contact the School's attendance coordinator at **(707) 823-8618** immediately when you know your child is going to be absent. You must call every day your child is absent. It is the student and parent responsibility to complete all make up work due to absence. Please contact your child's teacher directly for makeup work by emailing them or calling their voicemail extension through the school's main number 707-823-8618.

Extended Periods of Absence

Extreme situations might call for extended periods of student absence. Please call the attendance coordinator and the child's teacher as soon as possible if your student will be out for more than a day or two. Your child may be placed on temporary independent study or a home/hospital program for severe medical conditions through your district of residence. An independent study student contract can be arranged at least ten school days in advance if a child is going to be out of school for an extended period. By agreeing to do an independent study contract, parent and student commit to completing all work and returning it to school when the child returns. Please contact the main office if you would like a complete copy of the School's Independent Study Board Policy.

Excused Absences

The REACH School is responsible to all students during the school day and must have notification of any absence from a parent or guardian. Absence from school shall be excused for health reasons, quarantine under direction of the county or city health officer, family emergencies, and justifiable personal reasons, as permitted by law or Board policy. (Education Code 46010, 48216, 48205.)

The Director shall approve or disapprove requests for personal reasons.

Please note: Schools are allowed to excuse any student in grades 7-12 without their parents/guardians knowledge or consent to obtain confidential medical services. (Education Code 46010.1.) Students who wish to leave for confidential medical services should contact the school attendance coordinator or director for permission to leave.

Truancy

If your student is absent for any reason other than an approved absence, or you do not call the school to report absences, they will be marked as unexcused. More than 3 unexcused absences in one school year or more than 30 minutes later to school 3 times in one school year, your child will be considered Truant. Consequences for truancy may include an Attendance Hearing before the School's Board of Directors in order to establish a Corrective Attendance Plan and/or a call to the county's child welfare department or the District Attorney's Office. Please let us know if there are extenuating circumstances that are causing chronic absences. We may be able to assist you with accommodations or in directing you to services and support.

Do not plan unnecessary vacations or extended trips. These are not considered excused absences. Equally important, in a PBL environment, absences are not only disruptive to your student's learning but to their team members' learning as well.

Late to School

If your student arrives after their designated arrival time, they must obtain a Tardy Slip from the front office. If students are late arriving at the school, please instruct them to go directly to the office. If students are more than 30 minutes tardy the person bringing them to school must sign them in.

We understand that life sometimes presents itself with challenges when trying to get out the door for school. Being a few minutes late for school once in a while will happen, however, excessive tardiness may indicate a bigger problem, and can be very disruptive to a teacher's classroom, and to student learning when tardy students enter the classroom. Timeliness is absolutely necessary in order to be successful in life and it is the responsibility of both parent and student to be on time for school each day. The student discipline policy will be enforced for students who are excessively tardy.

Parents Supporting the School

Volunteering

Parent participation is vital to the life of the school. Parent (and other family member) volunteers are recruited to assist in the classroom, work in the office, drive on field trips, attend off campus events, and develop social activities. This participation brings the whole family to the school experience and enriches the social networking that supports the REACH community and the community at large. Together we can make the world a better place! In return, volunteers get to feel connected to the REACH community in deeply satisfying ways.

We ask that for each child attending REACH that a family volunteer five (5) hours a month. Volunteering is completely voluntary and not mandatory. Choosing not to volunteer will not negatively impact your child's education or grades in any way.

The volunteer work not only enriches the school environment, but the services provided directly support learning activities and helps keep class size at a reasonable level. Working parents can volunteer in many other ways that can fit a busy schedule.

To sign up as a volunteer, please contact Lark Blair in the office to get started. (707) 823-8618.

For the safety and security of all who participate in volunteering on campus, and to meet California Education Code section 45125.01, volunteers, staff, and teachers are required to abide by the following procedures:

ALL Classroom and Field Trip Volunteers Must Submit

- ✓ **Everyone:** Documented TB assessment within the last four years. Volunteer Forms, LiveScan fingerprinting.
 - Obtain the Live Scan Application at the REACH Office
 - Fingerprints can be scanned at Tru-Scan, Ameriprints, or the Sebastopol Police Department. Please let us know if paying is an issue.
- ✓ **Drivers:** Volunteer Driver Form, DMV Drivers Record and Car Insurance Policy.

Visitors

All visitors to the school, including parents, volunteers, and anyone who must pick up a child during school hours, must sign in at the office and wear the School's badge that identifies them as a visitor before entering any area of the school occupied by students. Visitors may not enter the school via the lower campus without

first checking in at the office.

We encourage parents to schedule visits to your child's classroom. Unless you are scheduled to perform an activity or service for the students or teacher please consider yourself an observer and understand the importance of minimizing disruption to the classroom learning environment.

Please adhere to the following guidelines when visiting a classroom:

- ✓ Slip in quietly, respecting the workplace of the teacher and students.
- ✓ Refrain from being a disruption, avoid chatting with other adults, taking phone calls, etc.
- ✓ If you're volunteering, check in with the teacher you're supporting in advance of your first shift and get clear on that teacher's expectations and needs. They'll let you know what they need help with and how they'd like you to support them.
- ✓ Don't forget a friendly supportive volunteer can go a long way helping your teacher get through the occasional challenging times all classrooms experience.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. REACH shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by REACH, consistent with the law. The REACH Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

The Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

The Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt REACH's orderly operation. If consent is withdrawn by someone other than the Director, the Director may reinstate consent for the visitor if the Director believes that the person's presence will not constitute a disruption or substantial and material threat to REACH's orderly operation. Consent can be withdrawn for up to fourteen (14) days.

The full Visitors/Volunteer Policy and is available for viewing in the school's front office.

Donations and Pledges

In addition to on-campus enrichments, donations underwrite field trips, field study experiments, assist in providing specialized in-service training for the REACH teachers, such as the Implicit Curriculum, Positive Discipline, and PBL. If you would like to make a voluntary donation to the School, please contact the main office.

While donations are appreciated, please note that they are fully voluntary. Should your family choose to make a voluntary donation, please review the methods of payment below.

Method of Donation:

Online Banking Bill Pay – Sent from your bank and mailed to:

REACH Education Foundation
487 Watertrough Rd
Sebastopol, CA 95472

Hand Delivered – Donations may be dropped in the secure pledge box in the REACH Office.

PayPal – Log into Parent Square at <http://www.parentsquare.com> and click on the 2018-19 Fundraising Drive link on the home page, or go to the school website at <http://reach-program.com> click the “Donate” button on the Pledge tab.

Helping the Community Help US

Scrip : E-Scrip is an almost effortless way to raise money for our School. Many merchants participate in Scrip as a form of advertising. To encourage you to shop with them, they donate a percentage of your purchase (usually 2-5%) back to the charity of your choosing. The great thing is, you don't shop any differently than you normally do! We encourage every REACH family to sign up. <http://backtoschools.escrip.com/>

Student Expectations

The REACH School Social and Emotional Education Program

At REACH, the social/emotional learning (SEL) component provides the foundation for teaching and learning. The REACH School utilizes components from different Social and Emotional Curriculum Programs and resources including but not limited to:

Positive Discipline

Reach is now in it's second year of Positive Discipline implementation. Positive Discipline is a program designed to teach young people to become responsible, respectful, and resourceful members of our communities. Based on the Positive Discipline books by Dr. Jane Nelsen, Lynn Lott, Cheryl Erwin and others, it teaches important social and life skills in a manner that is deeply respectful and encouraging for both children and adults (including parents, teachers, and others).

Recent research tells us that children are “hardwired” from birth to connect with others, and that children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, contributing members of their community, children must learn necessary social and life skills. Positive Discipline is based on the understanding that discipline must be taught and that discipline also teaches. For more information, see <http://positivediscipline.org>.

The Toolbox Project is another program at REACH dedicated to helping students acquire a set of “tools” and strategies for managing the social and emotional aspects of life at school. Teachers work directly at guiding students toward developing skills for self-management and ways of problem solving in the classroom and on the playground.

REACH Homework

We recognize that homework is one of those topics about which there are varied and strong opinions. At REACH, we believe *appropriate* and *relevant* homework is an important aspect of our students' education. Teachers will assign homework that is necessary to the projects occurring in the classroom. This is often referred to as “flipped” learning that encourages students to learn background material to make classroom

project time more productive. Our approach to homework is to encourage the student to become empowered with the responsibility of completing assignments with minimal assistance from parents/guardians. If a student is struggling with homework and requiring more than minimal assistance at home, students and parents should discuss this with their teacher.

Completing homework is important for many reasons. Not only does it reinforce learning by providing practice and application, it also develops self-discipline and responsibility. It is of paramount importance that students do their homework when assigned and turn it in on time. Homework will vary according to learning needs. In addition, students are encouraged to read and/or be read to a minimum of 30 minutes every day. Reading for pleasure and being read to are important activities that build reading skills!

Availability of Prospectus

Upon request, the School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the School may charge for the prospectus in an amount not to exceed the cost of duplication.

REACH Field Trips

At REACH, we have a long tradition of field trips that range in length from a few hours to a few days, all of which are designed to deepen students' experience and understanding of projects, or to highlight rights of passage for particular grades. Field trips are paid for through fundraising and individual donations. Parents and teachers work together to determine the nature of these trips and how to manage costs. Each homeroom will participate in determining cost, fundraising, and feasibility of field trips so that they are viable and relevant to the learning goals of the class. Field Trip Permission Slips and other important forms must be completed, signed and returned to school promptly, as well as documents for volunteering and driving. Not having these items may result in inability to participate in a field trip. No student will be denied attendance at a school field trip because of an inability to pay a fee.

Dress Code

We offer an environment that is comfortable and conducive to learning. Students should use good judgment and act and dress appropriately and with sensitivity to a diverse community. Clothing is neat, clean, in good repair, and may not have emblems or slogans that are obscene or threatening, or that represent drug, alcohol, or tobacco products. Sunglasses may not be worn indoors, and shoes must be worn when walking around campus. Dress should allow students to move freely and participate fully in all aspects of the curriculum.

If an issue with dress arises, the student will work with the School office to correct the situation as quickly as possible.

Cell Phone and Electronic Devices Policy

The REACH school has very strict rules regarding cell phones and other electronic devices. The School is not liable for lost, broken or stolen phones, or other devices. The following rules apply:

- ✓ All phones and electronic devices must be turned off during the school day, including while on school field trips. All phones and electronic devices must be stored out of sight in a student's backpack or locker for the day.
- ✓ All phones and electronic devices may be stored in a designated place in the classroom.
- ✓ Students also have the option of dropping phones off in the office at the beginning of each day.

Students may use phones to make necessary important calls or text messages to family members only with the

explicit permission of a REACH staff member. If you need to get a message to a student, please call the school at **(707) 823-8618** and we will make sure your student gets the message.

Cell phones and other electronic devices are not to be used during passing periods, at lunch or for photographing or videoing other students at any time on REACH School campus. Earbuds or headphones are not to be visible at any time during the school day. Earbuds and headphones will be confiscated in the same manner as communication devices unless being used for instruction.

If a student is caught using their phone it will be confiscated immediately. If multiple confiscations are necessary or chronic, the parent will be required to retrieve the phone from the student's teacher or office staff.

* Please see the office if there is a special circumstance requiring a student to carry a phone.

Foods and Nutrition

Healthy choices about what goes into the body is part of REACH's mission and vision for each and every student. Please be mindful and send your children to school with healthy foods and drinks.

Free and Reduced-Price Meals

Pursuant to California Law, the School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per school day. Applications for free or reduced-price meals are included in the first day packets to all families and can also be obtained on the School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible. Completed application forms can be returned to the main office.

Treats at REACH

If students want to bring a snack or special treat to share with the class, please request permission from the teacher beforehand. Also, please inquire about possible food allergies and sensitivities that students in the class may have. The rule at REACH is that when special treats are provided, they must be made available to all students.

Beverages/Water

REACH School campus gets its water from a well located on the property. The well is tested regularly as required by law. You will be notified if after monitoring the water is not safe for drinking. The School will maintain a supply of drinking water to use if the water is deemed unfit for drinking and for emergency purposes. We also encourage you to send at least one water bottle to school every day. This is especially true during warm weather. Students could become easily dehydrated after PE on hot days.

Please Note: Energy drinks (drinks that include caffeine) are not allowed at school and will be taken away from students if they bring them. Also, please refrain from sending sugary drinks with your child. Fruit juice, smoothies, water and milk are healthier choices.

Things to Bring to School

At the beginning of each school year, your child's or children's teacher will let you know what supplies your child needs during the school each day. Please make sure your child arrives with everything they need to make their school day a success - this may include a backpack, refillable water bottle, and a hearty lunch and snack.

Donating Supplies to Your Classroom and the School

Sometimes families are looking for ways to support the school or have access to items they think might be helpful for the school. Below is a partial list of items the school can always use and of course, contact the office if you have any questions.

- ✓ Dry Erase Markers and Erasers
- ✓ Poster Board White Paint – all colors
- Paint Brushes
- ✓ Stencils/Foam Lettering
- ✓ Tri-fold Boards
- ✓ Glue and/or glue sticks
- ✓ Lined Paper Graph paper
- ✓ Calculators Scissors
- ✓ Copy paper
- ✓ Colored construction paper Newsprint tablets
- ✓ Kleenex, Kleenex and more Kleenex!
- ✓ Paper towels (rolls)
- ✓ Rulers

Any supply donations will belong to the school and be available for use by all students. Please drop off all supplies at the school's main office and they will be distributed where needed.

Communication at REACH

Communicating with REACH

Teachers, staff, the Director, and parents are encouraged to model effective communication and problem solving by first addressing issues directly with the person(s) involved, in an understanding, compassionate, open manner and face to face (whenever possible). In addition to being respectful and appropriate, this approach will support students in learning self-sufficiency and building confidence in their ability to problem solve on their own.

If parents have classroom related concerns, they should first contact their child's teacher by telephone, email or, a written note to initiate contact and to arrange for an in-person conference if needed. Messages can be left for teachers in their individual voice mailboxes. It is best to schedule face-to-face meetings to discuss issues of a more serious nature. The teacher phone and email contact information is available at the school's website at <http://www.reach-program.com/contact>. Teachers may also be contacted directly through ParentSquare.

For concerns related to The REACH School's curriculum and policy, the REACH Director is available to answer questions and to support parents and students in clarifying issues and concerns.

School News

The REACH School's ParentSquare application is the primary hub for school communication. It serves to keep our school community up to date regarding classroom activities, school events, field trips, schedules, and other important REACH related information. It also includes topics related to parent education and regular messages from the REACH Director. If you do not receive ParentSquare notifications, contact the REACH office and request your email address or phone be added to the application and it will be sent to your personal email or phone. The ParentSquare app is also available for smartphones.

We welcome articles and pictures from parents, students, and teachers about school activities and events. Please check with parent coordinator or office for submissions.

Parent Education Meetings and Community Building

The REACH School holds regular parent education meetings and sponsors social events. A primary focus for the school is the implementation of positive discipline as a primary component of SEL. We ask that family members participate in learning opportunities throughout the year to extend the effectiveness of this program for students. Please plan on attending community gatherings as they are essential to building relationships and maintaining a strong, effective, supportive, and friendly school community.

REACH Parent Foundation

The RPF Board of Directors holds regular public meetings on a monthly basis throughout the school year. In addition, Special Meetings are scheduled as needed. All RPF meetings are open to the public and the board heartily encourages visits from anyone interested in, invested in, or curious about The REACH School. Regular meetings are scheduled for the second Wednesday of each month starting at 6:30 pm. Agendas for all meetings are posted on the door outside the school office and on the school's website at: <http://reach-program.com/reach-parent-foundation-rpf/>

Health and Safety

Emergency Card

Emergency cards are sent home at the beginning of the school year and must be filled out completely. Please provide contact phone numbers for any responsible adult in case of an emergency. These cards are of vital importance in case of an emergency involving your child. Current information regarding your child's health, allergies, phone numbers, etc. must be accurate. Please contact the office immediately when emergency information should be updated.

Emergency Procedures

The REACH School has a detailed Safety and Emergency Preparedness plan in accordance with federal regulations. Staff and students are trained in safety procedures and in how to respond to a number of specific types of emergency incidences. We keep an emergency food supply and all staff are CPR/First Aid certified.

In the event of an emergency, all REACH students will be taken care of until parents/guardians or other family members arrive for pick up. The full Safety and Emergency Preparedness Plan is available for viewing in the school's front office.

Medication at School

State law requires that ANY MEDICATION intended for students including over-the-counter medications, must be accompanied by instructions and the signature of the doctor, and signed permission from the parent. All medications must be stored in the office. For the safety of all students, medication cannot be kept in student's backpacks or in the classroom. If your student needs to take medication while at school, they must have an *Authorization for Medication* form signed by physician on file. Please see the office for the form.

The full Administration of Medications Policy and form is available for viewing in the School's front office.

Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

The School shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

Pregnant and Parenting Students

The School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed

medically necessary by the student's physician, 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. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the School if it is necessary in order for the student to be able to complete any graduation requirements, unless the School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

James D. Brown
The REACH School Director
487 Watertrough Rd., Sebastopol CA 95472
707-823-8613
jbrown@reach-program.com

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Director.

Health Examinations

Policies requiring that every female student in grade 7 and every male student in grade 8 shall be screened for scoliosis. The screening shall be in accordance with standards established by the State Department of Education. Policies detailing how REACH will test each student's vision and hearing upon first enrollment in the school and at least every third year thereafter until the student has completed the eighth grade.

Physical Examinations and Right to Refuse

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the School may file annually with the Director of the school in which the child is enrolled a written and signed statement stating that he or she will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Oral Health Assessment

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

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the School follows and abides by the health standards set forth by the state of California. Students will not receive classroom-based instruction until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from classroom-based instruction until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the School.

These required immunizations include:

Child's Grade	List of shots required to attend school
Entering Kindergarten	<p>Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
Entering 7 th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old</p>

	(i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), in addition to the 7th grade requirements for Tdap and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.
--	---

Mental Health Services

The School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources available to your child:

Available on Campus:

- School-based counseling services – Our counselor is available one day a week and supports students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our School or by an outside provider listed here, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Abigail Evans at 707-823-8618 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact Lark Blair at 707-823-8618.

Available in the Community:

- Sonoma County Department of Health Services, Behavioral Health
<https://sonomacounty.ca.gov/Health/Behavioral-Health/Youth-Services/>
(707) 565-6900.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available in the main office]for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available in the main office for your review.

Suicide Prevention

REACH recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the School Director or designee has developed measures and strategies for suicide prevention, intervention, and postvention. The complete Policy can be located at the main office.

REACH School Educational Program

The Academic Program

Overview of Project Based Learning

The REACH School is a California public school that uses the Common Core State Standards as the basis for its learning platform. In general, what makes REACH's education program different is how we deliver the learning activities and help student's develop true understanding and skills. We do this through a research proven methodology and teaching practice called PBL. REACH's PBL instructional model is used in many highly successful charter, alternative, and traditional schools throughout the country.

A child's education at REACH includes access to enrichment and elective courses. Research confirms a direct relationship between participation the visual and performing arts and improving learning. We don't consider this coursework "extra" but rather an integral approach to developing the whole child. A separate staff of expert instructors provide projects and activities in the areas of expressive arts, performance arts, environmental awareness, and foreign language.

English Learners

REACH is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Technology Supported Education

Technology and the age appropriate development of skills for using technology effectively is part of REACH's learning environment. We believe a technology driven environment mirrors how the real world works, giving our students a superior opportunity to develop advanced knowledge and skill levels in their use of technology. The goal is for REACH students to leave our school fully prepared with the tools and knowledge they need to be successful in their college and career choices in what is becoming a completely technology driven society.

REACH's Assessment Program and Standardized Testing

All students upon enrollment at The REACH School participate in the school's in-house assessment program, which includes the use of a nationally normed assessment program and each teacher's own organic insight to each child. Each student is assessed in English and in math prior to being placed in their math classes at the beginning of each school year or upon enrollment. All students are given additional, progressive assessments through the year. The progress results from the January and May assessments often help inform parent/teacher conferences and with the students' trimester report cards.

REACH school participates in California Assessment of Student Performance and Progress ("CAASP"), California's standardized testing and assessment program. The CAASP tests are administered for grades 3-8 at the school each spring. Tests are now web-based and reported automatically to the Department of Education for scoring. Each family will be sent the individual test results for their student typically in early September of the following school year.

School wide test results will also be available on the school's website at <http://reach-program.com/about-reach/> in the form of the annual School Accountability Report Card ("SARC") as well as the California Department of Education's ("CDE") website.

Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse their child from any or all parts of the state assessments shall be granted.

Sexual Health Education

The School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation comprehensive sexual health education and HIV prevention education in writing to the School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by School personnel or outside consultants. When the School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-8. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Surveys About Personal Beliefs

Unless you give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child's, or his/her parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Academic Support for Struggling Students: Multi-Tiered System of Support (“MTSS”)

The results of the Assessment Program and the REACH Positive Discipline program are indicators of a student’s skills and knowledge with respect to grade level achievement and development of socio-emotional learning. If students are slightly below grade level, less than one year, efforts will be taken upon the part of the teachers to support areas of academic weaknesses. Often academic issues resolve themselves as a natural result of PBL education delivery because children engage in meaningful learning in ways that better suit their interests and learning styles. The School’s regular assessment program allows for the close monitoring of students that are not quite at grade level in English and math. Teachers may recommend a student for the Response to Intervention (“RTI”) program in these areas if they are one or more grade levels below in English and/or math. Likewise, students that struggle with behavioral issues may be identified as needing additional supports to engage more fully in the learning process.

If you have any questions about this program, or if your teacher recommends your student for this program, please schedule an appointment with your teacher to learn more. In addition, the Director is available to support parents in understanding the resources available to support their students in getting their best education.

Student Discipline and Complaint Procedures

REACH Code of Conduct

The discipline systems and procedures are consistent with the school’s philosophy, which is focused on creating a culture of safety, trust, and personal responsibility. We take a team approach to discipline situations whereby teachers, staff, parents and the school’s administration work collaboratively to assist students in taking responsibility for their behavior choices and for providing opportunities for students to learn personal management skills that will help them be successful in life.

The School’s Positive Discipline program holds that discipline is focused on creating learning opportunities for misguided behavior as opposed to using a punishment model. All teachers and other student support staff are trained in a variety of social emotional learning programs, including Positive Discipline, all of which equip teachers with the language and skill sets necessary for guiding behaviorally challenged students toward accepting responsibility and managing the consequences for behavioral missteps.

Discipline Procedures

The primary objective of the School discipline policy is to minimize disruptions in order to establish a safe, orderly environment in which all students can receive maximum benefit from the total school program and develop to their fullest individual potential academically, emotionally, and socially.

The teacher talking to a child resolves most of the student discipline issues. However, occasionally it is necessary for the Director to counsel a student. Parents may be contacted and, if necessary, a parent conference will be scheduled and/or a student behavior contract will be written. On rare occasions it may be necessary to suspend, or in extreme cases recommend to expel a student from school.

The discipline procedures are implemented fairly and consistently school wide. Most often behavioral missteps occur in the classroom or on the playground, are minor and are usually handled by adult staff in the moment. Major behavioral missteps involve a referral to the School’s Director or another staff member. Serious violations of School policy are handled by the Director. The following is a description of the three levels of student discipline, examples of possible consequences, and a description of the procedures staff

follows when managing student discipline issues.

The full Suspension & Expulsion Policy, complete with all enumerated offenses, is available for viewing in the School's front office.

(1) Minor Infractions

Minor infractions will typically occur as a result poor decision-making or mistaken goals. They may include but are not limited to the following types of behavior issues:

- ✓ Failure to follow the procedural rules in any classroom, bathrooms, playground or common areas
- ✓ Repeated cell phone violation (beyond one warning and one confiscation, see cell phone rules)
- ✓ Classroom disruption and willful defiance
- ✓ Use of foul language and other acts of disrespect (not directed specifically at a person)
- ✓ Inappropriate use of technology (playing games, emailing, IMing during class, etc.)
- ✓ Misuse of school property
- ✓ Inappropriate physical contact (with consent, sitting on lap, extended hugging)

Discipline for Minor Infractions

Minor Infractions will typically call for disciplinary actions consistent with the level of the infraction and will most often depend upon the individual situation. Minor violations may involve a phone call home to parents by the teacher, Director or other staff member to inform the parent/guardian and to discuss some possible strategies for improvement as appropriate. Some examples of disciplinary responses that may be applied in the case of minor infractions:

- ✓ Required parent pick up of cell phone (related to cell phone policy violations)
- ✓ Loss of privileges
- ✓ Loss of computer use (for violations of the Tech Agreement)
- ✓ Reflection writing
- ✓ Additional assignments related to the behavior issue

(2) Major Infractions

Major infractions, while still under the category of poor decision making on the part of the student, include more serious offenses and those that are hurtful to other students and/or School property. They can include chronic disruption to the learning environment, which impedes the learning of others. They can also include repeated or multiple minor infractions that have not been resolved through other means. Major infractions include but are not limited to:

- ✓ Use of foul language and other acts of disrespect with the intent of being hurtful to another person particularly related to race, gender, religious beliefs and other protected categories which constitute harassment
- ✓ Chronic classroom disruption
- ✓ Chronic willful defiance
- ✓ Engaging in aggressive physical contact except in self defense
- ✓ Bullying of any kind, including cyberbullying (see *Technology Use Agreement*)
- ✓ Damaging or defacing School property
- ✓ Violations of the REACH School's Technology Use Agreement
- ✓ Cheating and Plagiarism
- ✓ Theft of School or student property

Discipline for Major Infractions

Major infractions require parental involvement. They also include serious and more long-term consequences like loss of participation in school activities/events and possible suspension. They also generally will require an immediate conference with the student, student's parent/guardian, teachers and/or the school's Director or designee. Some examples of consequences that may be administered in situations where major infractions have occurred are:

- ✓ Loss of privileges like field trips, assemblies, class parties and after school activities
- ✓ Removal from the classroom or playground for a behavioral education assignment
- ✓ Mandatory participation in a Restorative Justice process
- ✓ Family counsel with the student's teacher and Director
- ✓ A formal behavior contract
- ✓ Suspension
- ✓ Restitution

(3) Serious Violations

Serious misconduct can be automatic grounds for suspension with a possible recommendation for expulsion from attending The REACH School.

By creating the following standards and procedures for suspensions and expulsions, the school will be able to minimize the effects when a student presents a danger to people or property, disrupts school activities, or threatens campus peace, safety, or security. Serious misconduct includes disruptive vocal and physical activities, refusal to work, cheating, vandalism, gambling, theft, drug use or possession, bringing weapons of any kind to school, and unsafe behavior such as bullying or sexual harassment. Serious misconduct should be brought to the attention of the REACH Director immediately. It is the intent of REACH to avoid suspensions and legal action by engaging in growth producing conversations with students, teachers, and parents involved. Some types of serious violation will lead to an automatic recommendation for expulsion. Detailed information on Grounds for Suspension or Expulsion can be found in the Education Code Sections-48900-48927 and the REACH Board Policy.

Discipline for Serious Infractions

Students who commit serious infractions are subject to suspension, expulsion, or both. Other types of disciplinary processes are:

- ✓ Loss of privileges like field trips, assemblies, class parties and after school activities
- ✓ Removal from the classroom or playground for a behavioral education assignment
- ✓ Mandatory participation in a Restorative Justice process
- ✓ Family counsel with the student's teacher and Director
- ✓ Law enforcement contract
- ✓ Restitution

The full Suspension & Expulsion Policy, complete with all enumerated offenses, is available for viewing in the school's front office.

Campus Search Policy

Student Searches

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a School official has

reasonable suspicion that the student has violated or is violating either the law or REACH rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations.

Articulate facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted in the presence of another adult witness whenever possible. The scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction.

In no case shall a strip search be conducted by school officials, including asking a student to remove or arrange some or all of their underclothing, and/or inspecting of parts of the student's underclothing or body.

Discipline

If illegal, unauthorized or contraband materials are discovered during a search, including but not limited to searches conducted by school officials, trained detection dogs or metal detectors, school officials may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with REACH's discipline policies and procedures. REACH shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

The complete Campus Search and Seizure Policy is available at the main office upon request.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

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

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, REACH 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. REACH school staff that witness acts of misconduct prohibited by

this Policy will take immediate steps to intervene when safe to do so.

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

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

James D. Brown
The REACH School Director
487 Watertrough Rd., Sebastopol CA 95472
707823-8613 / jbrown@reach-program.com

Grievance Procedures

1. Reporting

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

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

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

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

REACH acknowledges and respects every individual’s right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

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

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

All staff will have non-bias training every two (2) years with the goal of improving student academic and

social outcomes across all student demographics.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of REACH, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

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

3. Consequences

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

4. Uniform Complaint Procedures

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

5. Right of Appeal

Should the Complainant find the Coordinator’s resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final decision.

The REACH Charter School

**TITLE IX, Harassment, Intimidation, Discrimination & Bullying
COMPLAINT FORM**

Your Name: _____ Date: _____

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; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize REACH 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. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by REACH:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

Uniform Complaint Procedure (“UCP”)

Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs; and/or
 - School Safety Plans.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Director of Charter School or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student

Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

James D. Brown
The REACH School Director
487 Watertrough Rd., Sebastopol CA 95472
707823-8613
jbrown@reach-program.com

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School’s Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with Charter School’s UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report (“Decision”) within sixty (60) calendar days from Charter School’s receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal Charter School’s Decision to the California Department of Education (“CDE”) by filing a written appeal within thirty (30) calendar days of the date of the Charter School’s written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with Charter School, a copy of Charter School’s Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of Charter School'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. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 CCR § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Director.

REACH Charter School

Acceptable Technology Use Agreement

REACH School will provide access to a number of high tech tools and wireless internet access for those tools which will enable students to employ technology to assist them in their learning as they complete projects and participate in regular presentations. REACH students can expect to learn new and/or improve in their use of numerous technological devices and applications.

This agreement covers the School's policy regarding acceptable and unacceptable uses of the school's technology and wireless internet access. All parents and students must agree to read and abide by the policies and procedures set forth by the School. Violations of the School's policies and procedures may lead to disciplinary actions including possible suspension and expulsion from the School. Please read the list of policies and procedures carefully as to avoid any misunderstanding of the School's rules.

Internet Access

REACH's wireless internet is not for public use. Students are prohibited from accessing the School wireless internet using personal devices.

Students are not provided passwords to use with personal devices.

Limited Use

The school's computers and internet access is for use only as instructed by a classroom teacher. Students are not to conduct research, visit websites, or play games that are not authorized by the teacher.

No Food or Drink on Classroom Tables

Absolutely no food or drink outside student backpacks in classrooms at any time other than teacher designated time. All drinks must have a lid and be placed inside backpacks at all times.

Check-in and Check-out Procedures

Teachers will check out computers and other devices to students as needed. Students are responsible for following all posted classroom rules regarding check-in and check-out procedures. They must report any damage to a teacher immediately. All computers will be checked in by a teacher and observed for exterior damage.

Theft and Intentional Damage

Any student caught stealing or damaging school property or attempting to "hack" any school account, server, domain, etc. will be disciplined in accordance with School policy. Any instances of violation of the law that include but are not limited to use or creation of pornography, cyber-bullying, or any other use of the School's property or internet to violate the law will be reported to police.

Intentional Destruction of Student Work

Any student caught intentionally modifying or destroying the work of another student will receive disciplinary consequences in accordance with School policy.

Taking Pictures and Video with Personal Devices – Taking pictures and video of students without the permission of a teacher or administrator is expressly prohibited. Any students caught posting pictures taken at school without permission used to harass and intended to harm other students or staff will be disciplined in accordance with School policy.

Cyber-bullying

Inappropriate use of social media, on or off campus, with the intent to harm others, are violations of the school's policy with respect to use of the internet, REACH account/webpage or electronic communication, and will not be tolerated. All violations of cyber-bullying brought to the school's attention will result in an administrative investigation. Any student participating in cyber-bullying will result in discipline in accordance with School policy.

Acceptable Use Training

Students will receive training upon enrollment regarding acceptable internet use, appropriate on line behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response. Students will be expected to maintain very high standards at and away from REACH School.

REACH School's Responsibilities

REACH School staff is committed to allowing safe access to all appropriate internet sites and electronic communications while limiting access to, to the degree possible, intentional or accidental, harmful, sexually explicit and other offensive material.

- ✓ The School staff will provide reasonable supervision and monitoring of student internet use, electronic communications and student webpage content. All student use should be considered public and therefore available for review at any time with or without cause or permission.
- ✓ The School will provide filters and other such devices that block potentially harmful, sexually explicit and other offensive material.
- ✓ The School will provide student training at the beginning of each school year and for all new enrollees regarding what is acceptable use and other technology use protocols.
- ✓ The School will make every effort to keep the personal information of its students protected from unlawful dissemination.

REACH Student Responsibilities

Students are expected to conduct themselves reasonably and in good faith regarding their use of the internet access, electronic communications and REACH account/web page.

Students agree to be mindful of self, respectful towards others and demonstrate good judgment when using school property including the internet.

- ✓ Students understand that any form of cyber-bullying or the intentional cause of harm to others using technology on or off campus will not be tolerated and will be met with strong disciplinary measures.
- ✓ Students agree to limit their use of all technology as instructed by your teachers. Students will not make public any personal information.
- ✓ Students agree to not cause harm to the work of any other student or to any of the school's technology driven systems by hacking or other unlawful behavior.
- ✓ Students will not plagiarize the work of others using technology nor violate copyright laws.
- ✓ Students will be subject to disciplinary measures for violating any part of this agreement. Here are some examples of punishable offenses:
 - Any attempt to guess passwords, break in to other accounts, or gain unauthorized access to administrator accounts, or other inappropriate hacking.
 - Photographing or taking video of any student.
 - Sending or displaying offensive messages or pictures.
 - Accessing pornographic websites.

- Harassing, insulting or attacking others.
- Damaging the School's computers, computer systems or computer networks.

REACH Parent Responsibilities

It is the responsibility of REACH parents to ensure the appropriate use of the internet, electronic communications and REACH student account/web page when off campus.

- ✓ Parents agree to monitor student use of social media regularly.
- ✓ Parents agree to immediately report any violations of this Acceptable Use Agreement .
- ✓ Parents agree to hold harmless REACH School for any damages as a result of student use of the school's internet access, school provided electronic communications and student accounts/web pages.

Teaching our students the appropriate use of technology will help them understand how to avoid situations that are potentially damaging to themselves and/or fellow classmates. We appreciate your support in reviewing and discussing this Agreement with your student/s.

Student Rights

Section 504

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Director. A copy of the School's Section 504 policies and procedures is available upon request at the main office.

Special Education /Students with Disabilities

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

Pursuant to the IDEA and relevant state law, the School is responsible for identifying, locating, and evaluating children enrolled at the School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Abigail Evan, Resource Specialist, 707-823-8618.

Education of Foster Children and Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court

and juvenile justice court.

2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

Foster and Mobile Youth Liaison: The Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

James D. Brown
The REACH School Director
487 Watertrough Rd., Sebastopol CA 95472
707823-8613
jbrown@reach-program.com

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently

migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within five (5) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 § U.S.C. 11434a):

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

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

School Liaison: The Director or designee designates the following staff person as the School Liaison for homeless students (42 § U.S.C. 11432(g)(1)(J)(ii):

James D. Brown
The REACH School Director
487 Watertrough Rd., Sebastopol CA 95472
707823-8613
jbrown@reach-program.com

The School Liaison shall ensure that (42 § U.S.C. 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any

other preschool programs administered by the School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

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

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Student Records, including Records Challenges and Directory Information

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

1. The right to inspect and review the student’s education records within 5 business days after the day the School receives a request for access. Parents or eligible students should submit to the School Director or designee a written request that identifies the records they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School’s Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the School decides to amend the record as requested by the parent or eligible student, the Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

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

One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School’s Board of Directors. A School official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student’s enrollment or transfer.

Note that School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

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

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

5. The right to request that the School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter

School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. The School may disclose the personally identifiable information that it has designated as directory information without a parent’s prior written consent. The School has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the School to disclose directory information from your child’s education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the Director at:

James D. Brown
The REACH School Director
487 Watertrough Rd., Sebastopol CA 95472
707-823-8613 / jbrown@reach-program.com

A copy of the complete Policy is available upon request at the main office.

2020-2021 Academic Calendar

2020-2021 School Calendar

REACH Charter School
 487 Watertrough Road
 Sebastopol, CA 95472
 707-823-8618

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Aug 16-14	No Students - Staff Workday
Aug 17	First Day of School
Aug 28	Back to School Evening
Sept 7	Labor Day
Oct 7-9	Early Release - Parent-Teacher Conf
Nov 4-6	Project Presentations
Nov 11	Veteran's Day
Nov 13	End of Trimester 1
Nov 23-27	Thanksgiving Break
Dec 21 - Jan 1	Winter Break
Jan 4 & 5	No Students - Staff Workday
Jan 18	Martin Luther King Jr. Day
Feb 8	Observe Lincoln's Birthday
Feb 15	President's Day
Feb 24-25	Project Presentations
Mar 4 & 5	Early Release - Parent-Teacher Conf
Mar 5	End of Trimester 2
Mar 22-26	Spring Break
Apr 30	Spring Weekend
May 31	Memorial Day
June 3	Last Day of School
June 4	Staff Workday

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Trimesters:	
T1 Aug 17 - Nov 13	
T2 Nov 16 - Mar 5	
T3 Mar 8 - June 3	

**** Every Wednesday is an Early Release Day ****

Regular Days	135
Early Release	45
Total Instructional Days	180
Staff Workdays	10
Conference Days	0
Total Certificated Days	190

 Holiday - School Closed	 Staff Workday (no school for students)	 Parent Teacher Conferences
 Early Release	 First and Last Days of School	 End of Trimester

Calendar Templates by Vertex42.com <https://www.vertex42.com/calendars/school-calendar.html>